

# The Zayed University Catalog

2010-2011



# *Message from the President of the University*



Welcome to the thirteenth academic year of Zayed University. Over the previous 12 years, Zayed University has developed a reputation of value and strength in the United Arab Emirates. With campuses in Dubai and Abu Dhabi, Zayed University currently offers undergraduate programs in Arts and Sciences, Business, Communications and Media, Education, and Information Technology. It also offers masters level programs in business, education, public administration, health, and communications—all strategically important areas to the social and economic development and success of the United Arab Emirates.

This catalog displays the rich academic opportunities offered to students at Zayed University. It is designed to help students, their families, employers, and the public understand the academic requirements and opportunities at the University. At the undergraduate level, these programs are designed to help students attain the goals of being able to learn and work in Arabic and English, gain proficiency with tools of modern technology, achieve a high level of mastery in their academic field, and prepare to become leaders in our society. Programs at the graduate level are designed in collaboration with international partners to support the development of successful public and private institutions in the United Arab Emirates and to provide students with preparation for leadership in all sectors.

Zayed University takes pride in being named after the founder of the United Arab Emirates, the late Sheikh Zayed bin Sultan Al-Nahayan. We are also fortunate to have both the strong support and high expectations of His Highness the President, Sheikh Khalifa bin Zayed Al-Nahayan. We express our gratitude for the support we have received, and continue to receive, from all members of our community. And we are determined to meet the high expectations they have placed on Zayed University as it becomes a premier higher education institution in the United Arab Emirates and throughout our region.

My very best wishes to you in the year ahead.

A handwritten signature in blue ink, appearing to be 'Nahayan Mabarak Al Nahayan'.

Nahayan Mabarak Al Nahayan  
President of Zayed University

The information presented in this catalog, accurate as of the date of publication, is subject to change by appropriate action of the University.

Zayed University Publications Department, August 2010

# Contents

MESSAGE FROM THE PRESIDENT .....	iii
ZAYED UNIVERSITY VISION .....	1
THE MISSION.....	1
AN INTRODUCTION TO THE UNIVERSITY.....	1
ZAYED UNIVERSITY ADMINISTRATION.....	3
ZAYED UNIVERSITY ACADEMIC PROGRAMS: 2010-2011 .....	5
2009-2010 ZAYED UNIVERSITY ACADEMIC CALENDAR.....	7
THE ZAYED UNIVERSITY ACADEMIC PROGRAM MODEL .....	10
THE STUDENT ACADEMIC EXPERIENCE .....	12
Academic Bridge Program: Pre-Baccalaureate Preparation .....	12
Baccalaureate Program.....	12
LEARNING SUPPORT SERVICES.....	14
STUDENT ACTIVITIES AND SUPPORT SERVICES .....	16
ACADEMIC POLICIES AND PROCESSES .....	17
Admission to the University .....	17
Academic Bridge Program.....	18
Transfer to Zayed University.....	18
Transfer to Another Institution.....	19
Registration for Courses .....	19
Academic Progress .....	21
Attendance.....	22
Courses .....	23
Grading System .....	24
Tests and Examinations.....	25
Academic Standing .....	25
Readmission .....	27
Grading and Academic Progress for Graduate Students.....	27
Student Records.....	27
Zayed University Honor Code .....	28
Student Conduct .....	28
Student Rights and Responsibilities.....	28
Sensitive Materials and Incidents .....	28
Off-Campus Activities .....	29
Academic Honors .....	29
ACADEMIC BRIDGE PROGRAM.....	30
UNIVERSITY COLLEGE.....	31
COLLEGE OF ARTS AND SCIENCES.....	38
Art and Design.....	43
Humanities and Social Sciences .....	57
Natural Science and Public Health .....	64
COLLEGE OF BUSINESS SCIENCES .....	69
COLLEGE OF COMMUNICATION AND MEDIA SCIENCES .....	78
COLLEGE OF EDUCATION.....	92
COLLEGE OF INFORMATION TECHNOLOGY .....	103
INTERNATIONAL COLLEGE.....	113
GRADUATE PROGRAMS .....	114
Admissions and Fees.....	114
College of Arts and Sciences	
Executive Masters in Health Care Administration.....	119
Executive Masters in Public Administration .....	120
Master of Arts (M.A.) in Diplomacy and International Affairs.....	122
Master of Arts in Design.....	123

Graduate Certificate in Health Care Administration.....	123
Graduate Certificate in Diplomatic and International Affairs .....	125
College of Business Sciences	
Executive Masters in Business Administration .....	127
Master of Science (M.S.) in International Business .....	128
Master of Science (M.S.) in Finance .....	129
Master of Science (M.S.) in Innovation and Entrepreneurship .....	129
Graduate Certificate in Business Administration.....	130
College of Communication and Media Sciences	
Master of Arts (M.A.) in Communications, Specialization in Tourism and Cultural Communication.....	132
Graduate Certificate in Tourism and Cultural Communication.....	133
College of Education	
Master of Education (M.Ed.), Specialization in Educational Leadership.....	135
Master of Education (M.Ed.), Specialization in School Administration..	136
Master of Education (M.Ed.), Specialization in Special Education.....	138
Master of Science (M.S.) in Teaching and Learning .....	138
Graduate Certificate in Advanced Professional Study In Teaching and Learning (Primary).....	140
Graduate Certificate in Advanced Professional Study In School Leadership for Principals.....	141
College of Information Technology	
Master of Science (M.S.) in Information Technology, Specialization in Cyber Security.....	143
Graduate Certificate in High Technology Crime Investigation.....	144
Graduate Certificate in Information Security .....	145
Graduate Certificate in E-Archive and Information Management.....	146
RESEARCH .....	148
OUTREACH AND ENGAGEMENT.....	149
COURSE DESCRIPTIONS.....	150
Academic Bridge and Developmental Courses.....	150
Baccalaureate Courses .....	151
Graduate Level Courses .....	178
ACADEMIC CREDENTIALS.....	185
INDEX.....	204

# Zayed University Vision

“Zayed University shall become the leading university in the region, embodying the same rigorous standards and intellectual elements found in major universities throughout the world.”

H.E. Sheikh Nahayan Mubarak Al Nahayan

President of Zayed University and U.A.E. Minister of Higher Education and Scientific Research

## The Mission

Zayed University seeks to prepare students for meaningful and successful twenty-first century personal and professional lives; to graduate students who will help shape the future of the region and the world; to support the economic and social advancement of the U.A.E.; to lead innovation in higher education through teaching, learning, research, and outreach; and to do so in a culturally diverse, humane, technologically advanced, and increasingly global environment.

## An Introduction to the University

Although a youthful nation, the United Arab Emirates plays a special role in the Middle East because of its strategic location, the quality of its modern infrastructure, and the forward thinking and far-sighted vision of the country's leaders. These leaders have identified education to be of great importance to the future of the U.A.E., as is indicated by the words of the late His Highness Sheikh Zayed bin Sultan Al Nahyan:

*Excellence in education and knowledge is the route to glory. This can only be achieved through continuous efforts and academic progress. Education is the main pillar of progress and development, and the state has spared no effort to provide the necessary requirement of the educational sector. The state has a dire need of the efforts of all its educated citizens in the development process.*

Zayed University, a government-supported institution, was established in 1998 to prepare leaders who will foresee the possibilities and capture the opportunities for action that will create the future of the United Arab Emirates. The University has campuses located in the U.A.E.'s two largest cities, Abu Dhabi and Dubai, under one central administration. Enrollment on each campus is approximately 2600 - 2900 students. The University is small enough to enable personal interaction between students and faculty, yet sufficiently large to offer students a range of challenging degree programs.

At Zayed University, students experience a learning environment that encourages and supports their academic success. The basis for their academic experience is the Zayed University Academic Program Model, which focuses on learning outcomes and

assessment. This model provides students with a balanced, connected academic program that makes learning purposes clear, ensures that resources support educational goals, and emphasizes student achievement and success.

The Academic Program Model is supported through a complete educational program including

- an Academic Bridge Program that ensures student proficiency in English;
- a general education core curriculum that provides a broad interdisciplinary foundation for major study;
- in-depth studies in one of five colleges;
- internships that provide practical experience for all students;
- capstone experiences through which students demonstrate their ability to integrate and synthesize what they have learned both in and out of class; and
- periodic assessment of student achievement in the Zayed University Learning Outcomes.

During their first and second baccalaureate years, Zayed University students enroll in the Colloquy on Integrated Learning, a core curriculum that provides an intellectual experience shared by all ZU students and that creates a framework supportive of ZU's Learning Outcomes. Through a series of closely related interdisciplinary courses, students develop their critical thinking, global awareness, computer applications, information literacy, English, and Arabic.

At Zayed University, students have a choice of degree programs designed to meet their personal academic interests and career goals. The programs are designed to fulfill the

highest international academic standards. In their majors, students participate actively in a learning process that requires them to apply their knowledge in real-world settings and to develop understanding. As their intellectual capacities grow, students assume increasing responsibility for self-directed learning.

Zayed University graduates excel in both Arabic and English language and are well grounded in the academic disciplines, proficient in computer skills, knowledgeable about their rich culture and heritage, global in their perspectives, and experienced in the professional workplace. Their success at Zayed University prepares them to become leaders in their families, their community, and their nation.

Graduate programs include Masters and Executive Masters degrees and Graduate Certificate programs designed to address specific needs of the U.A.E.

### ***Ministry of Education Approval***

Zayed University was established under Federal Decree No. (11) of 1999 by the government of the United Arab Emirates on signature of the President of the United Arab Emirates, Zayed bin Sultan Al Nahyan. Article (16) of the Federal Decree No. (11) establishes the formal authority of the University to award degrees and certificates upon ratification by the University Council.

### ***Accreditation***

Zayed University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). The University was granted accreditation in June 2008.



# Zayed University Administration

**President**

HE Sheikh Nahayan Mubarak Al Nahayan

**Provost**

Dan Johnson

**Associate Provost and Director,  
Abu Dhabi Campus**

Jeffrey Belnap

**Associate Provost, Program Development,  
Engagement, and International Affairs**

Rex Taylor

**Chief Information Officer**

Marwin Britto

**Assistant Provost, Enrollment Management**

Bryan Gilroy

**Chief Development Officer and Director,  
External Affairs**

Safia Al Raqbani

**Vice President**

Sulaiman Al Jassim

**Chief Administrative and Financial Officer**

Andre Racette

**Executive Advisor to the Vice President,  
Associate Provost, and Director, Dubai Campus**

Thomas Cochran

**Associate Provost, Academic Affairs, Planning,  
and Enrollment**

Salina Shrofel

**Assistant Provost, Research**

Chet Jablonski

**Director, Academic Bridge Program**

Kirk Dowsell

---

**Deans**

---

**College of Arts and Sciences**

Michael Allen

**College of Business Sciences**

John Seybolt

**College of Communication and Media Sciences**

Marilyn Roberts

**College of Education**

John R. Cryan (Interim)

**College of Information Technology**

Leon Jololian

**University College**

Jyoti Grewal

**Graduate Studies**

Chet Jablonski

---

**College Associate/Assistant Deans**

---

**College of Arts and Sciences**

Christopher Nuttman, Associate Dean

**College of Business Sciences**

Emil Thies, Associate Dean

**College of Communication and Media Sciences**

Renee Everett, Associate Dean

Jack Hillwig, Assistant Dean

**College of Education**

Keith Bradshaw, Assistant Dean

Kenneth Carr, Assistant Dean

**College of Information Technology**

Anthony Rhodes, Associate Dean

**University College**

Belkeis Altareb, Associate Dean

---

**Other Administrators**

---

**Director, Administration**

Marlys Berg

**Director, Campus Physical Development**

Riham Hwaidi

**Director, Campus Services**

Maria Kennedy

**Director, Computing Services**

Jim Morris

**Director, Contracts and Procurement**  
Osamah Ali

**Director, Human Resources**  
Deborah Macadam

**Director, Institute for Islamic World Studies**  
Nasr Arif

**Director, Institutional Research**  
Richard Tucker

**Acting Director, International College**  
Christopher Brown

**Executive Director, Student Life and Leadership Programs**  
Courtney Stryker

**Head, Student Life, Abu Dhabi Men**  
Paul Abraham

**Director, Financial Services**  
Michael Bruder

**Executive Director, Institute for Community Engagement**  
Christopher Shove

**Director, Institute of Social and Economic Research**  
Mouawiya Alawad

**Director, Internal Audit**  
Ahmed Salama

**Director, Marketing and Publications**  
Susanne Kadoura

**Head, Student Life, Dubai Women**  
Patricia Robinson

**Head, Student Life, Dubai Men**  
Dominic Bending

# ***Zayed University Academic Programs 2010-2011***

## **Undergraduate Degree Programs**

### **College of Arts and Sciences**

#### **Bachelor of Arts (B.A.) in Art and Design**

- Specialization in Graphic Design
- Specialization in Interior Design
- Specialization in Animation
- Specialization in Visual Art

#### **Bachelor of Arts (B.A.) in International Studies**

- Specialization in Culture and Society
- Specialization in International Affairs

#### **Bachelor of Science (B.S.) in Health Sciences**

- Specialization in Environmental Health
- Specialization in Health Education and Health Promotion
- Specialization in Nutrition

#### **Bachelor of Arts (B.A.) in Emirati Studies**

(joint with College of Communication and Media Sciences)

#### **Bachelor of Science (B.S.) in Multimedia Design**

(joint with College of Information Technology and College of Communication and Media Sciences)

### **College of Business Sciences**

#### **Bachelor of Science (B.S.) in Business Sciences**

- Specialization in Accounting
- Specialization in Finance
- Specialization in Human Resource Management
- Specialization in Marketing

#### **Bachelor of Science (B.S.) in Information Systems and Technology Management**

(joint with College of Information Technology)

### **College of Communication and Media Sciences**

#### **Bachelor of Science (B.S.) in Communication and Media Sciences**

- Specialization in Integrated Strategic Communications
- Specialization in Tourism and Cultural Communications
- Specialization in Visual Communications
- Specialization in Converged Media

#### **Bachelor of Arts (B.A.) in Emirati Studies**

(joint with College of Arts and Sciences)

#### **Bachelor of Science (B.S.) in Multimedia Design**

(joint with College of Information Technology and College of Arts and Sciences)

### **College of Education**

#### **Bachelor of Science (B.S.Ed.) in Education**

- Specialization in Early Childhood/Kindergarten/Primary Education
- Specialization in Upper Primary/Preparatory Education
- Specialization in School Social Work
- Specialization in Children, Youth, and Family Services

#### **Bachelor of Science (B.S.) in Technology and Education**

(joint with College of Information Technology)

### **College of Information Technology**

#### **Bachelor of Science (B.S.) in Information Technology**

- Specialization in Security and Network Technologies
- Specialization in Web Technologies

- Bachelor of Science (B.S.) in Information Systems and Technology Management**  
(joint with College of Business Sciences)
- Bachelor of Science (B.S.) in Technology and Education**  
(joint with College of Education)
- Bachelor of Science (B.S.) in Multimedia Design**  
(joint with College of Communication and Media Science and College of Arts and Sciences)

## Graduate Degree Programs

### **College of Arts and Sciences**

- Executive Masters in Health Care Administration (EMHCA)
- Executive Masters in Public Administration (EMPA)
- Master of Arts (M.A.) in Diplomacy and International Affairs

### **College of Business Sciences**

- Executive Masters in Business Administration (EMBA)
- Master of Science (M.S.) in Finance
- Master of Science (M.S.) in Innovation and Entrepreneurship
- Master of Science (M.S.) in International Business (MSIB)

### **College of Communication and Media Sciences**

- Master of Arts (M.A.) in Communications
- Specialization in Tourism and Cultural Communication

### **College of Education**

- Master of Education (M.Ed.)
  - Specialization in Educational Leadership
  - Specialization in School Administration
  - Specialization in Special Education
- Master of Science (M.S.) in Teaching and Learning

### **College of Information Technology**

- Master of Science (M.S.) in Information Technology
- Specialization in Cyber Security

## Graduate Certificate Programs

### **College of Arts and Sciences**

- Graduate Certificate in Health Care Administration
- Graduate Certificate in Diplomacy and International Affairs

### **College of Business Sciences**

- Graduate Certificate in Business Administration

### **College of Communication and Media Sciences**

- Graduate Certificate in Tourism and Cultural Communication

### **College of Education**

- Graduate Certificate in Advanced Professional Study in School Leadership for Principals
- Graduate Certificate in Advanced Professional Study in Teaching and Learning

### **College of Information Technology**

- Graduate Certificate in High Technology Crime Investigation
- Graduate Certificate in Information Security
- Graduate Certificate in E-Archive and Information Management (joint with Library and Learning Resources)

# ***2010-2011 Zayed University Academic Calendar***

<b>Preliminary Period</b>	<b>Sun 22 Aug 2010 to Thu 16 Sep 2010</b>
---------------------------	---

New faculty report	Wed 25 Aug 2010
Returning faculty report	Mon 13 Sep 2010
Returning students registration	Mon 13 Sep 2010 to Thu 16 Sep 2010
New students orientation and registration	Mon 13 Sep 2010 to Thu 16 Sep 2010

<b>First Semester</b>	<b>Sun 19 Sep 2010 to Thu 27 Jan 2011</b>
-----------------------	---

Start of classes	Sun 19 Sep 2010
Last day to add/drop a first-semester or first-term course	Sun 26 Sep 2010
Last day to suspend registration	Thu 30 Sep 2010
Independent Learning Activity Day	Thu 23 Sep 2010
Convocation	Thu 23 Sep 2010
Last day to withdraw from a first-term course without penalty	Thu 7 Oct 2010
Last day to withdraw from a first-semester course without penalty	Thu 28 Oct 2010
End of first term	Thu 11 Nov 2010
Start of second term	Sun 21 Nov 2010
Last day to add/drop a course in second term	Thu 25 Nov 2010
Last day to suspend second-term registration	Thu 2 Dec 2010
Last day to withdraw from a second-term course without penalty	Thu 9 Dec 2010
Independent Learning Activity Day	Mon 20 Dec 2010
Last day of classes	Tues 18 Jan 2011
First-semester and second-term courses final assessments	Wed 19 Jan 2011 to Thu 27 Jan 2011

<b>Inter-Semester Period</b>	<b>Sun 30 Jan 2011 to Thu 10 Feb 2011</b>
------------------------------	---

# 2010-2011 Zayed University Academic Calendar

<b>Second Semester</b>	<b>Sun 13 Feb 2011 to Thu 16 Jun 2011</b>
Start of classes	Sun 13 Feb 2011
Last day to add/drop a course in second semester or third term	Thu 17 Feb 2011
Last day to suspend registration	Thu 24 Feb 2011
Last day to withdraw from a third-term course without penalty	Thu 3 Mar 2011
Independent Learning Activity Day	Thu 10 Mar 2011
Last day to withdraw from a second-semester course without penalty	Thu 24 Mar 2011
End of third term	Thu 7 Apr 2011
<b>Mid-semester break</b>	<b>Sun 10 Apr 2011 to Thu 14 Apr 2011</b>
Start of fourth term	Sun 17 Apr 2011
Last day to add/drop a course in fourth-term	Thu 21 Apr 2011
Last day to suspend fourth term registration	Thu 28 Apr 2011
Independent Learning Activity Day	Wed 4 May 2011
Last day to withdraw from a fourth-term course	Thu 5 May 2011
Last day of classes	Thu 9 Jun 2011
Final assessments of second-semester and fourth-term courses	Sat 11 Jun 2011 to Thu 16 Jun 2011
<b>Summer Semester</b>	<b>Sun 26 Jun 2011 to Thu 4 Aug 2011</b>
Start of classes	Sun 26 Jun 2011
Last day to add/drop a summer course	Tue 28 Jun 2011
Last day to suspend registration	Thu 30 Jun 2011
Last day to withdraw from a summer course without penalty	Thu 7 Jul 2011
Last day of classes	Thu 28 Jul 2011
Final assessments of summer-session courses	Sun 31 Jul 2011 to Thu 4 Aug 2011

# **2010-2011 Zayed University Academic Calendar**

## **Religious and Public Holidays**

Al Isra'a Wal Miraaj	Fri 9 Jul 2010
Eid Al Fitr	Fri 10 Sep to Sun 12 Sep 2010*
Eid Al Adha	Tue 16 Nov to Thu 18 Nov 2010
National Day	Thu 2 Dec to Fri 3 Dec 2010
Al Hijra New Year	Tue 7 Dec 2010
New Year's Day	Sat 1 Jan 2011
Prophet's Birthday	Tue 15 Feb 2011
Al Isra'a Wal Miraaj	Tue 28 Jun 2011

### **Notes:**

1. Classes may be in session on these dates. Zayed University will announce officially any closure on a religious and/or public holiday to staff and students.
2. National Holidays and Ramadan are based on the Official Hijra Calendar from the Ministry of Justice and Islamic Affairs or from the Dubai Department of Islamic Affairs and Charitable Activities, subject to confirmation.
3. Ramadan is expected to begin on Wednesday, 11 August 2010, and end on Thursday, 9 September 2010.
4. Ramadan is expected to begin on Sunday, 31 July 2011, and end on Monday, 29 August 2011.

\* Holiday may include 29<sup>th</sup> and 30<sup>th</sup> days of Ramadan (Wednesday, 8 September 2010 – Thursday, 9 September 2010) .

# *The Zayed University Academic Program Model*

Zayed University takes seriously its charge to become the leading university in the region and is committed to preparing educated citizens who are fully prepared to become leaders in their community, nation, and world. To that end, the University has developed its undergraduate and graduate academic degree programs.

To prepare undergraduate students for a rapidly changing and unpredictable future, the University has created an outcomes-based Academic Program Model. A primary objective of the undergraduate experience at Zayed University is the development of the skills necessary for lifelong learning. The Academic Program Model supports that end by providing students with a foundation and framework for their intellectual growth. Every course focuses on one or more of the six University-specified learning outcomes. Because the learning outcomes are incorporated into normal course work, they are an integral part of the disciplinary content and evaluation of the course. Threaded throughout the baccalaureate curriculum, the learning outcomes help students in achieving a higher order of intellectual development.

Students enter the baccalaureate degree program through enrollment in the Colloquy on Integrated Learning program. The Colloquy provides an interdisciplinary curricular foundation supportive of the University learning outcomes and the development of skills critical to lifelong learning and leadership. The Colloquy is taught through a core curriculum, creating an intellectual experience that is shared by all Zayed University undergraduate students. It prepares them for study in their major field. The Colloquy constitutes 59-62 hours of academic credit, with 14-17 of those hours included as part of the majors elected by students. Within the majors, the Major Learning Outcomes develop academic and professional competencies necessary for graduates to function effectively and independently as scholars or practitioners in a chosen field.

In achieving their learning outcomes, Zayed University students do more than simply satisfy a set of course requirements. They apply their learning to real-life situations and learn from their experiences. Students develop deep understanding of the academic disciplines and are able to apply the theory

and methods of their disciplines to conditions in their own lives. Zayed University graduates are fluent in both Arabic and English languages and well-prepared for their chosen profession and advanced academic study.

## **Zayed University Learning Outcomes (ZULOs)**

The faculty at Zayed University (ZU) have identified the following six learning outcomes that they believe are essential in assuring the future success of ZU graduates.

- **Language:** ZU graduates will be able to communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately.
- **Information Technology:** ZU graduates will be able to use current information technology to enhance productivity and effectiveness.
- **Critical Thinking and Quantitative Reasoning:** ZU graduates will be able to use both critical and quantitative processes to solve problems and to develop informed opinions.
- **Information Literacy:** ZU graduates will be able to find, evaluate, and use appropriate information from multiple sources to respond to a variety of needs.
- **Global Awareness:** ZU graduates will be able to understand and value their own culture and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view.
- **Leadership:** ZU graduates will be able to undertake leadership roles and responsibilities, interacting effectively with others to accomplish shared goals.

Students focus on the importance of those abilities from the first day they enter the University through the end of their baccalaureate program. They demonstrate their accomplishments through work submitted to their ePortfolios (Electronic Learning Portfolios) in selected courses, and they reach acceptable levels of proficiency in the Zayed University Learning Outcomes and Major Learning Outcomes before entering internships.



## Terminology

**Bachelor's Degree:** A Bachelor's degree is the undergraduate academic degree awarded by Zayed University after a student completes all general education requirements and all requirements of a major, including achievement of the competencies in Zayed University Learning Outcomes (ZULOs) specified by the student's major.

**Major:** A major is a program of study that leads to a Bachelor's degree and is defined by the faculty in a specific academic or professional discipline or interdisciplinary combination.

**Minor:** An academic minor is a program of study defined by the faculty of a college or department which may enhance a major and allow a secondary focus within a student's academic program.

**Specialization:** A specialization is a cluster of focused courses defined by the faculty of a college or department to provide more expertise and depth in an area within the major.

**Teaching Field:** A teaching field within the Upper Primary/Preparatory Specialization for the major in Education identifies the discipline the student is preparing to teach.

**Semester:** A semester is a period for scheduling typical courses within the academic calendar.

**Term:** A term is half of a semester, and in either of a semester's two terms the University may offer semester-equivalent courses in compressed formats.

# *The Student Academic Experience*

## **Academic Bridge Program: Pre-baccalaureate Preparation**

The primary purpose of the Academic Bridge Program (ABP) is to prepare students for academic study in English at Zayed University. When students enter the University, they are placed in the appropriate level of the Program according to their English score on the Common Educational Proficiency Assessment (CEPA) test. Students who need to increase their ability in English must complete English courses that develop their abilities to a proficiency level at which they can begin their academic studies. The courses are divided into eight levels with sets of learning outcomes for each level. Students must meet these outcomes before they can progress to the next level.

## **Baccalaureate Program**

### ***The Colloquy on Integrated Learning: Zayed University's Core Curriculum***

All students at Zayed University enroll in the Colloquy on Integrated Learning, the core curriculum of the University, and thus share similar intellectual experiences. During each of the first three semesters of the baccalaureate program, students enroll in a set of closely related interdisciplinary courses. As students undertake work in their major field of study during the fourth semester, they select courses from two integrated menus that contribute both to the Colloquy's learning goals and, in some cases, to the learning goals in the student's major program as well. This interdisciplinary general education curriculum continues through the third year of the baccalaureate program. Students select a "Colloquy elective," any 200-, 300-, or 400-level course delivered by the University that is outside of their major course of study. Students also enroll in a professional language course oriented toward the language needs of their majors, a course normally placed in their sixth semester of study in the baccalaureate program.

### ***Majors and Specializations***

Zayed University offers a range of majors and specializations that lead to a Bachelor's degree. The college sections of this catalog furnish detailed information on career

possibilities, admission criteria, Major Learning Outcomes, and graduation requirements.

### ***Internships***

Internships at Zayed University emphasize active, hands-on, applied learning in conjunction with complex projects and tasks and provide students with career-related, experience-centered professional work opportunities. Internships also allow potential employers the opportunity to see ZU students in action. Students normally enter internships during their final year as part of a course in the major. Initially, the internship course addresses relevant professional development issues such as placement negotiation, professional conduct and dress, work ethics, interpersonal communication, and initiative. Throughout the internship, faculty supervisors monitor student performance and manage employer issues.

Each college is responsible for its internship program and works in collaboration with students and community representatives to define the purpose, experiential learning outcomes, and guiding goals for each intern. Student progress is measured by achievement of clearly defined learning outcomes. At the close, students make a final report to their college faculty, in which they perform a structured reflection and critical review of their experience that helps them to make better, more cognizant career decisions upon graduation.

### ***Capstone Experience***

Each student develops a capstone project as part of the capstone course in the final year of study. The capstone project allows each student to demonstrate accomplishments in the student's chosen field. The student takes full responsibility for planning, managing, and completing the work. Capstone projects are student-centered and student-directed and require that students exhibit their abilities to synthesize, integrate, and apply their knowledge and skills to produce a research or creative project. College faculty oversee each student's work and assess the quality of the project against criteria that reflect the Major Learning Outcomes of the student's program.

As a final experience, Zayed University hosts an Academic Symposium, in which students present their capstone projects to the campus

and external community. This event exhibits students' skills and abilities to employers and community members and showcases the quality of education provided by Zayed University to the U.A.E. community.

### ***Assessment of Zayed University Learning Outcomes***

Students are introduced to the Zayed University Learning Outcomes through their courses early in the Colloquy on Integrated Learning, and assisted to develop and improve these key skills throughout their undergraduate experience. The ZU learning assessment process helps improve the curricular program through an ongoing review process that examines the relevance of course content and assignments to Zayed University Learning Outcomes, as well as course and program outcomes.

Through this continual process, students are able to recognize their own behaviors as leaders, team members, and critical and global thinkers. They are able to use their powers of information gathering, analysis, and reflection and their information-technology and language skills in establishing lifelong patterns of learning that will carry them beyond graduation.

Students maintain an individual ePortfolio (Electronic Learning Portfolio) beginning with their first courses in the Colloquy on Integrated Learning. Faculty designate assessment items with clearly defined criteria and stated Zayed University Learning Outcomes (ZULOs) for inclusion in the ePortfolio. Assessment of courses in the majors also considers Major Learning Outcomes (MALOs). Assessment items include written assignments, examinations, and other works that can be represented electronically. The contents of ePortfolios are available to the teacher and to faculty review teams for assessing the effectiveness of assignments and course content over time.

By reviewing ePortfolios across sections and over time, faculty assessment teams can determine if stated outcomes — individual course, University, and major outcomes (when appropriate) — have been met. Assessment of ePortfolios is a phased process which, over a three-year period, should provide evidence of curricular success. It also provides students and student advisors with snapshots of an individual's performance over time. Faculty who choose to include reflective practice as part of the ePortfolio assignments provide students with a valuable tool to assess their own learning progression.

# Learning Support Services

## **Academic Advising**

Each student is assigned an academic advisor to assist during the student's course of study at Zayed University. During the student's time in the Academic Bridge Program, the student will have an ABP advisor. In the Colloquy Program, the student's advisor comes from the Department of Advising and Academic Development. When the student enters the major, an advisor is assigned from within the major program.

## **Library and Learning Resources**

Zayed University Library and Learning Resources provides access to information in electronic, print, audiovisual, and multimedia formats. Students and faculty members access electronic information and collections through the online catalog and library website. The library provides a comfortable environment and helpful services to support reading, research, and individual and group study. In the library and in classrooms, librarians teach students how to find, critically evaluate, use, and cite information sources.

The library on each campus has growing English and Arabic collections, including books, magazines and newspapers, videos, and sound recordings. A wealth of information and thousands of journal articles are available through online databases that are selected and licensed for the ZU community for access on and off campus. The Emirates Collection offers material about the Emirates and books written by Emiratis. The University archives are housed in the Dubai library. Writing Centers are located in the libraries in Abu Dhabi and Dubai.

The libraries offer computers, printers, and scanners, as well as a wireless environment and connections for laptop computers. Students may use pre-paid cards for photocopying. Library facilities are open Saturday through Thursday during the semester.

The library promotes student achievement in information literacy, that is, the ability to access, evaluate, and use information effectively. A self-paced tutorial to build information literacy skills, InfoOasis, can be found at [www.zu.ac.ae/infoasis](http://www.zu.ac.ae/infoasis). The library's information literacy team won a national award for the tutorial and has been recognized internationally for best practices in the field. For more details and the most

current information about the library, visit [www.zu.ac.ae/library](http://www.zu.ac.ae/library).

## **Learning Enhancement Centers**

Learning Enhancement Centers (LEC) in the library on each campus provide access to books, graded readers, dictionaries, audiovisual materials, reading and listening programs, online resources, and other self-study materials. Resources and programs are offered to help students strengthen independent study skills and excel in their coursework. LEC staff and peer tutors are available to assist students in writing, mathematics, reading, listening, speaking, information technology, information literacy skills, and other specialized areas.

## **Curriculum Resource Centers**

Located in each campus library, Curriculum Resource Centers (CRC) provide collections and instructional equipment for students enrolled in the College of Education, particularly those preparing to be teachers. The resources are specifically selected and designed to support pre-school through grade 12 classroom activities. They include computers, laminators, button-makers, puppets, specialized kits, sample textbooks, and print and electronic items. CRC staff instruct and assist students in using the materials and equipment. Staff engage in outreach activities for local school teachers. CRC hours are the same as those of the libraries. For more information see the Library website at [www.zu.ac.ae/library](http://www.zu.ac.ae/library).

## **Computing Services**

The mission of the Department of Computing Services is to connect people, processes, and content through the effective use of reliable information, computing, telecommunications technologies, and consulting services in support of the University's core mission.

Computing Services comprises several integrated functional areas responsible for media, data, video, and voice enterprise activities throughout the University. Virtually all campus computers are tied together into local area and wide area networks by a campus-wide high-speed fiber-optic-based backbone. These networks support instructional, research, and administrative functions and provide connection to workstations located in campus instructional laboratories and faculty and administrative offices. The backbone network is linked to the

Internet, connecting the University to all major educational and research sites in the world. Internet connectivity allows Zayed University to offer a host of services in addition to basic workstation-to-computer access.

Some available services include e-mail delivery; distributed availability of data and programs via interconnected file servers; UseNet news feeds (a worldwide electronic bulletin board and information service); remote file access to distant sites (including archives of Macintosh and PC-compatible freeware and shareware); World Wide Web access; library electronic databases; compressed video and compressed audio communications.

Most University computing laboratories for students are open during regular teaching hours. Some instructional computing laboratories are staffed with lab assistants to help students and faculty. Various types of microcomputer workstations, sophisticated graphics displays, and graphics printers are available for student and faculty use.

#### **Service Desk**

The Service Desk is the first point of contact for students, faculty, and staff seeking resolution to problems with software, network connectivity, and hardware. The Service Desk troubleshoots hardware and software problems with laptops, desktops, and peripherals such as printers and other IT equipment. The Service Desk also supports audiovisual equipment and inspects, tests, and diagnoses problems with IT equipment in classrooms and other campus buildings.

#### ***Faculty Assistance***

Members of the faculty are readily available to assist students in their academic work outside of regular classroom and laboratory hours. Course syllabi contain a listing of times when faculty members normally are available for meetings with students. To arrange a meeting outside of the posted office hours, students contact the faculty member directly.

#### ***Textbooks and Instructional Materials***

Textbooks and related instructional materials are provided to students at no cost. Students must pay to replace lost or damaged books, materials, or equipment.

#### ***Laptop Computers***

Each student is required to purchase a laptop computer for use throughout the student's stay in the University. The University specifies the computer and provides a standard set of software. The student is expected to maintain and protect the computer, and if it is damaged or lost, is expected to repair or replace it.

#### ***Financial Assistance***

Zayed University offers limited financial assistance to students who request help in purchasing laptops or paying for meals or transportation. Students requiring financial assistance are encouraged to contact Student Funding, Office of Enrollment Management, to apply for support.

# ***Student Activities and Support Services***

## ***Student Services***

Zayed University provides the following services through the Office of Student Life: personal and group counseling and workshops; recreation and wellness programs; fitness and athletics; family outreach and parents' programs; and support for student organizations and clubs.

## ***Campus Life***

In 2009-2010, students participated in a wide variety of clubs, exhibited in art shows, and attended career and employment recruitment fairs. Student athletes participated in local and international competitions. There were campus-wide activities such as National Day, Iftar night during Ramadan, a number of club days, and many charitable fund-raising events for regional and global humanitarian efforts, including the Red Crescent and Watani Club.

## ***Student Organizations and Clubs***

Zayed University offers a wide variety of student clubs and organizations, with major clubs such as the Education Club, Business Club, and ABP Sorority. Student interest clubs include the Travel Club, Japan Club, Photography Club, Debating Society, and International Travel Club.

## ***Students with Special Needs***

The University recognizes that students may have special needs that require additional services, considerations, or other supports. The University will attempt to provide support to students identified as having special or additional needs based on available resources.

## ***Student Council***

The Student Council serves as a liaison between students and administration. The Council represents the voice of the students and provides leadership in assisting and organizing activities for all students. Council members assist with orientation for new students. Students interested in being considered for membership on the Student Council should apply to the Office of Student Life.

## ***Career Services***

Zayed University provides many opportunities for career preparation and employment through course work and assignments, on-campus employment, off-campus summer employment, internship programs, and full-time employment. Career Services and Alumni Relations, both located in the Office of Enrollment Management, assist students in making informed career choices to achieve career and life goals.

Career Services offers support for graduates seeking jobs through workshops on advanced job search skills, interviewing skills, and CV preparation and development. Students have access to employer networks directly linking graduates to the labor market and specific job vacancies. For more information visit [www.zu.ac.ae/cs/](http://www.zu.ac.ae/cs/).

## ***Leadership Development***

The development of leadership skills is emphasized throughout a student's education at Zayed University and highlighted at the Woman as Global Leaders international conference organized by the University.

## ***Study Abroad Opportunities***

Development of global awareness and international perspectives constitutes one of the distinguishing features of a Zayed University education. Across all stages of the ZU experience, students are regularly engaged in comparative studies of cultures and behaviors. In support of the outcomes and goals of the curriculum, opportunities for Study Abroad are increasingly diverse. Each year 100-200 students participate in the Study Abroad program, including short-term study trips, summer programs, and semester-long enrollments at institutions abroad. In conjunction with international institutional partners, ZU students have the chance to travel to and study in dozens of locations around the world, including Australia, Belgium, Canada, China, France, Germany, Italy, Japan, New Zealand, Singapore, South Korea, Spain, Sweden, Switzerland, the United Kingdom, and the United States. Contact International College for more information.

(See the *Zayed University Student Handbook 2010-2011* for a complete listing of student services and activities.)

# Academic Policies and Processes

## Admission to Zayed University

### **Application for Admission**

The student wishing to enter Zayed University directly from high school must:

- submit a completed application form for admission to the National Admissions and Placement Office (NAPO). This form is used for admission to all national institutions of higher learning in the United Arab Emirates.
- indicate a preference of institutions. When possible, the student's preference is considered in placement, but the student is not guaranteed admission to Zayed University.
- take the Common Educational Proficiency Assessment (CEPA).

### **Admission Requirements**

To be eligible for admission to Zayed University, the applicant must possess a valid U.A.E. National Identity Certificate and valid U.A.E. passport. All applicants must complete 12 years of schooling in order to be given consideration for admission to the U.A.E. institutions of higher education.

Applicants must also:

- be at least 17 years of age on August 31 of the entering year;
- have graduated from high school within one year of the application date (all other applications require special authorization); and
- have completed the General School Leaving Certificate and met the required GSC score and CEPA score.

Graduates from accredited private high schools may be considered for admission if they satisfy any ONE of the following criteria:

- For schools following the U.A.E. Ministry of Education curriculum, the submission of the school leaving certificate issued by the private secondary school certifying completion of grade 12.
- For students who have completed the GCSE/IGCSE and GCE, the submission of a certificate issued by the private secondary school certifying completion of grade 12 with successful completion of a minimum of five (5) subjects at the

GCSE/IGCSE Ordinary level and two (2) subjects at the GCE Advanced Subsidiary

level with a "C" standing or better in every subject.

- For International Baccaureate program students, the submission of a certification of completion of the International Baccaureate program with at least five (5) courses successfully completed. No minimum academic standard has been established for these courses; rather, the applicant's entire academic record will be considered.
- Students who have graduated from a private school with other than a GCE and CGSE/IGSCE curriculum must submit their school leaving certificate to the Ministry of Education for attestation.

The private school certificate should be sent to NAPO after attestation from the Ministry of Education, except for GSC school certificates. Applying for admission does not guarantee admission. These are minimum admission standards subject to change in any year. Selection depends on satisfactory GSC subject marks and overall average and the availability of space.

### **Common Educational Proficiency Assessment (CEPA)**

All applicants must achieve a score of at least 150 on the English section of the Common Educational Proficiency Assessment (CEPA). Admission is also based on the school leaving certificate or external (e.g. IGCSE, GCE, International Baccaureate) results. In addition, CEPA English scores are used by Zayed University to place admitted students in the appropriate instructional level in the Academic Bridge Program or the baccaureate program. A CEPA English score of 150 or more is required for admission to Zayed University.

All students are expected to take the CEPA Maths examination. There is, however, no minimum score required for admission.

National students attending private secondary schools who plan to enter Zayed University must take the CEPA. A score on IELTS or a similar English achievement test is not accepted as a substitute.

## Academic Bridge Program

### ***Satisfactory Academic Progress***

The student is allowed only two tries at passing any level in the Academic Bridge Program (ABP). The student must complete all requirements to exit the ABP within eight terms (two years).

### ***Exit from the Academic Bridge Program***

To exit the Academic Bridge Program, the student must pass the ABP Level 8 course or the Level 8 equivalency examination and must achieve one of the following:

- IELTS (International English Language Testing System): overall Band score of 5.0 or higher.
- iBT (Internet-based TOEFL): 61 or higher
- Another qualification accepted as equivalent by the Director, Academic Bridge Program.

### ***Academic Probation***

The student who does not make satisfactory progress in an ABP level will receive a grade of “Unsatisfactory” (U) and must repeat the level in the following term. The student will receive a warning letter that the student is at risk of dismissal for failure to make satisfactory progress if the level is failed a second time; copies of the letter will be sent to the student’s family and advisor.

The student who passes Level 8 but fails to meet the exit requirements will not be allowed to proceed to the baccalaureate program until meeting those requirements. The student will not be required to repeat the Level 8 course.

### ***Academic Dismissal***

A student who fails to earn a “Satisfactory” (S) grade in two attempts at any ABP level will be dismissed from the University. If at any time it is determined that a student cannot complete all required course work in the two year period allotted to the ABP, the student will be dismissed.

### ***Suspending Registration***

A student who suspends registration for two terms or more in the ABP may be required to retest for English proficiency before being permitted to continue. Based on the test, the student may move ahead if the student’s English proficiency has improved. Previously completed levels may have to be repeated if English proficiency has deteriorated. If the student is required to retake a previously completed level, two tries will be allowed to

pass it, but the student may not exceed two years of study in the ABP overall. Information on testing dates and procedures is available from the Assessment Supervisor in the Academic Bridge Program.

## Transfer to Zayed University

### ***Eligibility***

To be eligible for transfer, the candidate must possess a valid U.A.E. National Identity Certificate and valid U.A.E. passport or other identity document recognized by the U.A.E. The applicant must have successfully completed the English foundation sequence (Academic Bridge Program at Zayed University, UGRU at the United Arab Emirates University, Higher Diploma Foundations program at a Higher Colleges of Technology, or equivalent at another university recognized by the U.A.E.). The student may transfer only into baccalaureate instruction; the student may not enter any of the English foundation sequences. Each transfer application is considered on its own merits. A student who is approved for transfer may be asked to meet additional requirements by the institution to which the student has applied to transfer.

A student who has completed more than one year of studies at a higher education institution will have the transfer request considered individually. The student must be in good academic standing in the higher education institution currently attended. Since there are significant program content differences among higher education institutions, transfer may result in having to repeat subjects already completed.

For Zayed University, the applicant must meet all requirements for entry into the baccalaureate program, including a score of 61 or higher on the iBT (internet-based TOEFL) or an IELTS record of Band 5 (with no score below 4.5 in each module) or a University-approved equivalent test score, and other requirements as specified by the University.

The student who meets the above minimum requirements and is in good academic standing will be allowed to transfer provided there are no non-academic reasons to prevent transfer and there is space in the appropriate program at Zayed University. The final decision will be made by Zayed University.

A student from an accredited institution other than the UAEU or HCT must apply for special authorization to be admitted. The student



must submit detailed course descriptions and transcripts in English to the Registrar's Office for all completed academic work (from both secondary school and institution of higher education).

The final decision on eligibility to transfer and on placement in year and program is made by Zayed University.

In evaluating applications for transfer to Zayed University, the University shall consider special issues such as change in residence, marriage, medical issues, or physical disability. Courses are normally accepted for transfer credit at Zayed University only if there are equivalent courses consistent with program objectives in the core curriculum program or the major at Zayed University. Only courses completed with a grade of "C" or higher will be considered for transfer of credit. Transfer credit is designated on the academic transcript with the grade of "TC". Transfer credits may count toward completion of degree requirements but are not used in the calculation of cumulative grade-point average at Zayed University.

### ***University Requirements of Transfer Students***

A transfer student must satisfy all of the following requirements:

- Take the required English diagnostic test upon enrollment; this test is mandatory for the purpose of placement in English courses;
- Complete the required Colloquy English and Arabic sequences: the University may waive this requirement upon submission of evidence that the student has successfully completed a comparable level of English and Arabic instruction at another institution;
- Satisfy all Major Learning Outcomes and Zayed University Learning Outcomes before graduation; and,
- Be in residence at Zayed University for a minimum of two years and earn a minimum of 60 credits.

In exceptional cases, the University may waive any requirements of Colloquy or the major except the residency requirement.

### ***Study Abroad Visiting Students***

Students joining Zayed University for one semester or more with the intention of transferring credits back to their home university should submit the following documents:

- An application for admission;
- An official home university transcript reflecting good standing (GPA of at least 2.0 or equivalent);
- Written approval from the home university as required; and
- Two (2) passport sized photos and passport photocopy.

Zayed University reserves the right to be selective in the student profile of Study Abroad Visiting Students in order to provide a broad international experience for the current ZU student community.

## **Transfer to Another Institution**

A student may apply to transfer to a credit-degree program at the Higher Colleges of Technology or the United Arab Emirates University only after having successfully completed the Academic Bridge Program (ABP). The student may only transfer into the baccalaureate or higher diploma program at the other institution; transfer to English foundation courses is not permitted.

Students seeking to transfer must apply directly to the institution they wish to enter. Transfer must occur within three years of the date of the student's last registration at Zayed University. Upon acceptance at another institution, the student must formally withdraw from Zayed University. Transfer is only permitted at the end of each semester.

## **Registration for Courses**

### ***General***

During the registration period each semester or term, the student is required to meet with the student's advisor to register for courses. Swift, accurate registration is important because a student's name must appear on the official course roster by the end of the add/drop period if the student is to be eligible for receiving credit for the course.

### ***Student Identification Card***

Upon registering, students receive an identification card. This card is the property of Zayed University and must be returned if the student withdraws from classes, suspends registration, is dismissed, or graduates. The student is expressly prohibited from using any other student's identification card for any purpose. Failure to comply with this policy will result in student discipline.

### ***Adding or Dropping Courses, Changing Course Sections***

A student may add or drop courses or change course sections without notice on the student's academic record only during the first week of classes.

### ***Withdrawal from a Course***

The University recognizes that a student may need to withdraw from a course during a term or semester. Accordingly, withdrawal for compelling academic reasons is permitted until the end of the sixth week of the semester for semester courses and the end of the third week of the term for term courses (see Academic Calendar for dates). A grade of "W" will be assigned for all courses dropped. A student who drops courses after the deadline will receive a grade of "W/F" (Withdrawal/Failing). The student may appeal the grade by submitting a written appeal to the dean of the college offering the course.

### ***Required Course Load***

The student is required to maintain full-time student status unless the student is enrolled in the final semester or term of study and does not need a full schedule of courses to graduate. The normal required course load is at least 15 credit hours a semester or six or more credits a term. A student may not register for more than 19 credit hours in a semester or more than nine credit hours in a term without written permission from the student's college dean to take a course overload. A student may not make a change that reduces the student's schedule below full-time status except for compelling academic reasons and then only with the recommendation of the student's college dean and approval of the Office of Student Life. Students on academic warning/probation may be required to take less than a full course load.

### ***Student Maternity Leave***

The student is encouraged to suspend her registration for the semester/term in which the baby is expected to be born. A maternity suspension for a term or semester to deliver a baby will not count as one of two attendance suspensions allowed for each student during her time at Zayed University.

If a student chooses not to utilize a semester or term maternity attendance suspension but instead to deliver her baby and return to complete the semester, she must stay within a 15% total semester absences requirement to receive credit for the class. However, if she

chooses this option, but is away from class for more than this allowed 15% (for the entire semester), she must take a maternity suspension retroactively for the entire semester even though she attended classes prior to the birth.

### ***Suspending Registration***

A student may suspend registration for a maximum of two semesters (consecutive or non-consecutive) during study at Zayed University. If the student misses a third semester of study, the student is eligible for dismissal. Application for registration suspension must be made through the Registrar's Office by filling out the *Registration Suspension* form. Registration suspension must be completed within the first two weeks of the semester or term. (See Academic Calendar for dates.) A student who has suspended registration is considered to be inactive. Any requests for a third suspension must be approved by the Office of Student Life.

### ***Withdrawal from the University (Initiated by the Student)***

The student who wishes to withdraw from the University must complete a Withdrawal form, which is available in the Registrar's Office.

If the student withdraws after the date established by the University, the student receives grades of "W/F" (Withdrawal/Failing) in all courses for which the student is currently registered. To be considered for readmission to Zayed University, the student must apply at the Office of Enrollment Management.

### ***Withdrawal or Dismissal from the University (Initiated by the University)***

The University may withdraw a student if the student does not register for courses for two consecutive semesters and has not formally withdrawn. The University may withdraw a student if the student's English language proficiency does not meet the standards of the University. The University may withdraw a student in response to extraordinary personal or medical circumstances.

### ***Auditing a Course***

A graduate of Zayed University may request permission from the college dean to audit a course. The request will be approved only if there are vacant seats in the course after advance registration and if the instructor agrees. Satisfactory completion will be indicated by an "AU" grade.

## Academic Progress

### ***Satisfactory Progress***

At each stage of a student's academic career at Zayed University, satisfactory progress must be made toward the degree. The maximum time allowed at each level is as follows:

- Four semesters (eight terms) to meet Academic Bridge Program requirements and enter the baccalaureate program
- Six semesters at the baccalaureate level to gain admittance to a major
- Six additional semesters at the baccalaureate level to complete requirements for graduation

### ***Application and Admission to a Major***

Students who enter the baccalaureate degree program in the 2010-2011 academic year will declare their preference for an academic major. They become eligible to submit an application for formal admission to a major program of study in the semester following satisfactory completion (with grades as shown below) of at least 30 semester credit hours in Colloquy courses. Students who are making normal progress in their academic work will be eligible to apply for admission to a major in their third semester of full-time study.

The colleges require that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of "C-" or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and
- achievement of passing grades ("D" or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL 260, and COL 270.

COL 260 and COL 270 may be scheduled in semester three, four, or five.

Individual colleges or departments may have additional requirements, and students should consult the appropriate catalog section.

To apply for acceptance into a major, the student, in consultation with the student's Colloquy advisor, must complete the *Application for Major* form and submit it to the dean of the appropriate college. The faculty in the college evaluates the student's application and makes the final decision regarding admission to the college. Acceptance is contingent upon the satisfactory completion of the Colloquy courses listed above. If not

accepted, the student is notified and referred to the Colloquy advisor to explore alternatives. In exceptional cases, an applicant may submit to the dean of the college a written appeal that explains how the student could resolve deficiencies during the first two semesters of enrollment in the major if the student were accepted. An appeal will be granted only if approved by the dean and the Provost.

### ***Progress Toward Admission to Major***

Students must gain admission for study in a major by the end of their sixth semester. Students not admitted by the end of the fifth semester will be warned and asked to consult with their Colloquy advisor. Lacking success in the sixth semester, students will be dismissed for not progressing toward a degree. Students may appeal their dismissal by submitting a letter to the Dean, University College.

### ***Changing Majors***

To change a major, the student must apply for admission to the new major before the beginning of the eleventh week of the semester preceding the desired semester of change. Regardless of prior course work which may have been completed in the major for which the student has applied, the student is not assured of acceptance into the new major until the formal application has been accepted by the college dean.

### ***Academic Minors***

Colleges offer minors as well as majors. An academic minor consists of 18-21 hours with a minimum of nine hours at the 300-course level or above. Courses may be totally within a specific college/department or the minor may be composed of courses from more than one college/department to create an interdisciplinary course of study. A minor may not be taken in the same college or in the same department as the major.

Admission requirements and acceptance into a minor will be determined by the college in which the minor is offered. To be eligible for enrollment in a minor, the student must have completed at least one semester in an approved major program of study and have a minimum cumulative grade point average of 2.5. The student must be able to complete both the major and the minor programs within the maximum number of semesters allowed for study at the university level without having to enroll in an overload course schedule.

### ***Minimum and Maximum Course Load***

The University expects all students to engage in full-time study while enrolled at Zayed

University. A student may not make a change that reduces the student's course load below full-time except for compelling academic reasons and with prior written permission. With the exceptions noted below, there is no part-time status at Zayed University.

Students in the ABP are registered in 20-hour courses.

Students in the baccalaureate program must enroll in a minimum of 15 credit hours a semester or six credits a term. They may not register for more than 19 credit hours a semester or nine credits a term without permission to take a course overload.

### **Course Overload in the Final Year**

In the final year a student with a cumulative GPA of 3.0 or above may petition the college to take an additional course above 19 credit hours if needed to graduate on time. The college dean must authorize the overload.

### **Reduced Course Load in the Final Semester or Term**

A student who will complete all degree requirements in the first term of a semester may elect to enroll for only that term. If a student needs fewer than 15 credit hours in the final semester to complete all requirements for the degree, the student may register for a reduced load provided it includes all remaining courses required for completion of the degree.

### **Exceptional Circumstances**

In exceptional circumstances, a student in the baccalaureate program may be approved to carry a reduced load of courses. (This option is not available for students in the Academic Bridge Program.) The student must be in academic good standing. The expectation is that approval of reduced load will be for one term or semester only, thus allowing the student time to adjust the course schedule in following semesters or terms, or that the student will complete the degree within a year. Permission will only be considered for documented medical or family/personal emergencies or for chronic medical conditions, that limit the amount of time the student can attend courses or the amount of work which can be done. The request for a reduced load must be submitted to the college dean and must also be approved by the Office of Student Life and Office of Enrollment Management.

### **Eligibility to Graduate**

To earn the bachelor's degree at Zayed University, the student must have a minimum

cumulative GPA of 2.0 and have demonstrated proficiency in both English and Arabic through satisfactory completion of course work. The student must fulfill all core curriculum requirements and satisfy the competencies in Zayed University Learning Outcomes specified by the student's major. In addition, the student must complete all requirements for the major, including the internship, the capstone experience, and achievement of the Major Learning Outcomes.

The University requires between 120 and 132 credit hours to graduate, depending on the major. Students should consult with their advisors on program and course requirements for graduation since individual colleges may have additional requirements.

## **Attendance**

Female students are required to arrive at the University before the beginning of the student's first class and stay until the student's last class has ended, unless the student has applied for and received a Pass Privilege or received special permission to leave campus as specified below. Male students may leave the campus at their discretion.

The student is expected to attend all classes for which the student is registered, arriving on time and remaining for the entire period, and to participate actively in all assigned learning activities. If the student arrives late or misses any part of a class, the student will be marked absent. The University's computer network clock is the official timepiece used in determining absence.

### ***Absence from Class***

A student may not miss more than ten percent (10%) of the class sessions for any course for the term or semester. For a semester course, a student may miss no more than four classes if the course meets twice a week and no more than six classes if it meets three times a week. For a term course, a student may miss no more than two classes if it meets twice a week and no more than three classes if it meets three times a week.

### ***Missing a Class Because of an Off-Campus Activity***

If a student misses a class by attending a required off-campus class activity (field trip, class project, etc.), the absence will not be counted provided the instructor of the course signs the student's off-campus permission slip. If the instructor will not approve the

absence off campus, the student will be counted absent in the class that is missed while the student is off campus.

### ***Attendance Withdrawal from Course***

The student who exceeds 10% absence in a course will be withdrawn from the course and will receive a grade of "W/F" (Withdrawal/Failing). The student is responsible for using the newly available time for study or learning activities in remaining courses.

### ***Attendance Suspension***

The student who exceeds 10% absence in two or more courses will be suspended from the University for the term or semester, and will receive "W/F" grades in all courses in which the student has exceeded 10% absence and "W" (Withdrawal) grades in all other courses for the term or semester. A student enrolled in the ABP who exceeds 10% absence in an English course will have registration suspended for the term and receive a grade of "W/U" (Withdraw/Unsatisfactory).

Attendance suspension counts toward the maximum allowable number of times (no more than twice) that a student may suspend registration without dismissal from the University.

### ***Attendance Dismissal***

The student whose registration is suspended for two semesters because of attendance will be dismissed from the University.

### ***Petition for Exception to Attendance Policy***

The student may petition for an exception to the attendance policy because of illness, disability, or emergency. See the *Zayed University Student Handbook 2010-2011* for the procedure to petition.

## **Courses**

Descriptions for courses appear on pages 150-184 in three categories: Academic Bridge Program and Developmental, Baccalaureate, and Graduate. Each listing includes the course prefix, the course number, the course title, the number of semester credit hours for the course, and a brief description of the course. Prerequisites or corequisites, if any, are shown at the end of the course description.

### ***Course Numbers***

The University numbers courses from 001-799, according to the descriptions listed below.

### **001 to 099**

**Academic Bridge Program and Developmental Courses:** Pre-baccalaureate courses designed to enhance the readiness of a student for collegiate-level work through orientation, development, and remediation. These courses count toward course load but not toward completion of degree requirements.

### **100 to 299**

**Lower-Level Undergraduate Courses:** Courses intended primarily for first and second year baccalaureate students that introduce a field of study or provide foundations for work in a major. These courses bear credit and may count toward completion of degree requirements.

### **300 to 499**

**Upper-Level Undergraduate Courses:** Intermediate and advanced undergraduate or introductory professional courses, primarily for third- and fourth- year baccalaureate students. These courses bear credit and may count toward completion of degree requirements.

### **500 to 599**

**Introductory Graduate or Post-Baccalaureate Professional Courses:**

Post-baccalaureate professional or introductory graduate courses. These courses may also be dual-listed as senior-level undergraduate courses of the same title as long as a difference in quality and depth appropriate to graduate education is specified for students enrolled for graduate credit.

### **600 to 799**

**Advanced Graduate or Professional Courses:**

Advanced courses that may provide credit toward graduate degree requirements in all departments.

### ***Special Topics Courses***

Special topics courses are occasional offerings. They typically cover subjects that are not covered in other courses, cover topics in greater depth than can be provided in regular course offerings, or offer the opportunity for an experimental course. Special topics courses function in the same manner as regular courses, with normal expectations for class meetings, a syllabus, and appropriate supervision of student work. They carry one to four hours of credit and may normally be offered no more than twice without being submitted as a new course through the formal course proposal process. No more than nine hours of special topics courses may be applied toward completion of the degree, and only students who have completed 30 earned credits or more may take special topics courses.

### **Independent Study**

Independent study enables students to study material or pursue projects not available through regularly scheduled courses. No more than nine hours of independent study may be applied toward completion of the degree. An Independent Study that covers content available through a regularly scheduled course will not normally be approved.

Students who have completed 30 earned credits or more with a cumulative grade-point average of 3.0 (B) or higher may apply to engage in independent study under the supervision of a faculty member.

An eligible student should submit a written proposal for independent study to the faculty member who will guide and evaluate the project. The proposal must be submitted by midterm of the term prior to the project. If the faculty member agrees to supervise the project, the faculty member will complete an *Independent Study Approval* form specifying the number of credits to be earned, the process of evaluation, the method of supervision, and the estimated time commitment of the faculty member. The faculty member will submit the form to the college dean for approval. The student may register for an independent study course for the number of credits approved by the dean.

### **Summer Courses Completed at Another Institution**

A student who has a cumulative GPA of 2.5 or better may petition to receive permission for summer study at another institution. The University is under no obligation to accept courses taken without prior authorization.

To apply to transfer credit for summer courses taken elsewhere, the student must complete the *Letter of Permission* form available from the student's college; attach detailed course outlines in English of all courses to be taken; submit the form and course outlines to the appropriate college assistant dean; and secure prior approval of the proposed summer study plan. There must be equivalent courses at Zayed University. The summer host institution must submit an official transcript to the Registrar's Office. A minimum grade of "C" is necessary for credit to be granted.

### **Grading System**

Course grades are based on examinations and assessments, class participation, projects, and homework assignments.

### **Letter Grades and Quality Points**

Students receive letter grades for their performance. Each letter grade has numerical quality points assigned to calculate the overall grade-point average (GPA). The University does not use the grades of A+, D-, F+, or F-.

### **Definition of Letter Grades**

Letter Grade	Quality Points	Description
A	4.0	The highest academic grade possible. The grade is not automatically given to the student who ranks highest in the course but is reserved for truly distinctive and demonstrably outstanding accomplishment. It represents superior mastery of course material and demands a very high degree of understanding as well as originality or creativity. The grade usually indicates that the student works independently with unusual effectiveness and often takes the initiative in seeking new knowledge outside the requirements of the course.
A-	3.7	
B+	3.3	
B	3.0	Achievement considerably above acceptable standards. Good mastery of course materials is evident and the student's performance demonstrates a degree of originality, creativity, or both. The grade usually indicates that the student works fairly well independently and often demonstrates initiative.
B-	2.7	
C+	2.3	
C	2.0	Indicates an appropriate level of competency in the course's basic learning outcomes. It is the grade that may be expected of a student with average performance who gives a reasonable amount of time and effort to the course work. The grade implies understanding of the content of the course, acceptable mastery of course material and learning outcomes, and completion of all requirements. The student must have a minimum cumulative GPA of 2.0 (C) in order to earn a baccalaureate degree from Zayed University.
C-	1.7	
D+	1.3	
D	1.0	Denotes limited understanding of the subject matter, meeting only the minimum requirement for passing the course. It signifies work that falls below the average acceptable standard in quality or quantity for passing the course. Performance is deficient in analysis, synthesis, and critical expression. There is little evidence of originality or creativity.
F	0.0	Indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, or failure to complete the requirements of the course.

### **Special Grades**

The following grades have “0” quality points:

#### **Computed in the Grade-Point Average**

Withdrawal/Failing	W/F	Administrative withdrawal/Failure in course
--------------------	-----	---

#### **Not Computed in the Grade-Point Average**

Incomplete grade/Course	I	Temporary grade. Course requirements not completed
Pass	P	Satisfactory achievement
Withdrawal	W	Student withdrawal
Transfer Credit	TC	Credit granted for course taken at another institution
Audit	AU	Course taken without credit
Satisfactory	S	Satisfactory achievement
Unsatisfactory	U	Unsatisfactory achievement
Withdrawal/Unsatisfactory	W/U	Administrative withdrawal/Unsatisfactory achievement
No Grade	NG	No grade given

### **Term or Semester Grade-Point Average**

The student’s term or semester grade-point average is the measure used by the University to calculate the student’s academic standing and eligibility for the Dean’s List. It is calculated by adding together the numerical value of the grade for each course times the number of credit hours, and dividing the total by the total number of credit hours taken.

### **Cumulative Grade-Point Average**

The student’s cumulative grade-point average is used to assess the student’s overall academic standing in the University. It is calculated by dividing the sum of all grade points earned in all terms and semesters by the total credit hours attempted in all terms and semesters. For example, if a student completed 30 credit hours of instruction and earned 30 credit hours of “B” (3 points per credit hour), the student would have earned a total of 90 grade points (3 points per credit hour x 30 credit hours). Ninety (total number of grade points) divided by 30 (total number of credit hours taken) would yield a cumulative GPA of 3.0.

## **Tests and Examinations**

The following policy applies to formal examinations such as placement or final examinations, which are usually monitored by invigilators. For other examinations, the instructor sets the requirements.

### **Punctuality**

The student is expected to arrive ten minutes before the examination is scheduled to begin. No student will be allowed to enter the examination room after the examination begins.

### **Student Identification Card**

The student must show a University ID card to be admitted to the examination room.

### **Conduct During the Examination**

The student must adhere to the rules and regulations set for all tests and examinations. Violation of these rules may result in discipline, including cancellation of the examination (resulting in failure in the course), suspension, or dismissal.

### **Review of Final Examination Grade**

A student may request a grade review of a final examination only in the first two weeks of the following semester and upon presentation of substantial and convincing evidence to warrant a review. See the *Zayed University Student Handbook 2010-2011* for procedure for requesting a review.

### **Request for a Makeup Examination**

If a student misses an examination, a makeup examination may be requested upon demonstration of a valid reason for the student’s absence. Provision of the makeup examination is the decision of the instructor. See the *Zayed University Student Handbook 2010-2011* for procedure to request a makeup examination.

## **Academic Standing**

### **Satisfactory Academic Standing**

A student is considered in satisfactory academic standing if the student maintains a minimum cumulative grade-point average of 2.00. This minimum average, a “C” average, is also required for graduation.

### **Academic Warning**

The student is placed on academic warning if the student’s semester grade-point average falls below 2.0 but the cumulative grade-point average is still above 2.0. The phrase “Academic Warning” is placed on the student’s academic transcript, which the student may view on the Intranet.

### **Academic Probation**

The student whose cumulative grade-point average falls below 2.0 (C) after attempting a minimum of 15 semester credit hours is placed on academic probation for the following semester. A student may not stay on academic probation for more than two consecutive semesters.

If, at the end of the following semester, the student earns a term grade-point average of

2.0 or above but the cumulative GPA is still below 2.0, the student will remain on academic probation for the following semester but must raise the cumulative GPA to 2.0 by the end of the third semester or risk dismissal.

### ***Academic Dismissal***

If a student's cumulative grade-point average falls below 2.0 for two semesters in a row, the student is eligible for dismissal for failure to maintain satisfactory academic progress.

If a student's semester grade-point average falls below 2.0 for two semesters in a row, even if the cumulative grade-point average is still 2.0 or above, the student's academic record will be reviewed by the relevant college to determine whether the student shall be permitted to continue for another semester.

If at any time it is determined that a student cannot complete the required English course sequence in the two years allotted to complete the courses, the University shall dismiss the student immediately.

### ***Incomplete Standing***

A course grade of Incomplete is assigned when a student cannot complete coursework or take the final examination for reasons beyond the student's control. The missing work must be completed satisfactorily by the end of the next term or semester or the "Incomplete" grade becomes an "F". If an "Incomplete" grade is assigned in a course which is the prerequisite for a subsequent course, the student may not enroll in the subsequent course until the "Incomplete" grade is replaced with a passing grade. See the *Zayed University Student Handbook 2010-2011* for the procedure for requesting an incomplete grade.

### ***Failing a Course***

The student who earns a grade of "F" in a course fails the course. This grade is calculated in the student's semester and cumulative GPA, and the "F" grade appears on the academic transcript. The student who fails a *required* course must repeat the course. If the failed course is a prerequisite for a subsequent course or courses, the student must pass the failed course before proceeding to the next course. If the failed course is not required and is not a prerequisite for other courses the student must take, the student may choose to repeat the course or accept the "F" grade as final. If the student passes the course the second time, the passing grade replaces the "F" grade in calculating GPA. A course may be

repeated only once. A student who fails a required course more than once will be subject to review by the student's college and may be dismissed from the University.

### ***Administrative Hold***

Failure to pay for lost or damaged University equipment such as laptops, cameras, or textbooks will result in an Administrative Hold being placed on the student's records. Until the student clears the Administrative Hold by paying for the lost or damaged items, the student will not be permitted to register for courses, receive grades or receive a degree, and will not be allowed access to the student's academic transcript. Any Administrative Hold must be cleared before graduation.

### ***Appeal of a Grade***

For an appeal to succeed, the student must demonstrate that there was substantial error in calculating the grade or demonstrable and substantial inequity in grading in the class. The first step is for the student to talk to the instructor within seven days of notification of the grade. In the case of a final course grade, the deadline is five class days after the start of the following term or semester. If the student is not satisfied with the results of the conversation, a letter must be submitted within seven days to the dean of the college in which the course is taught. The letter must detail justification for the appeal. The dean will review the appeal and make the final determination of the grade. Any grade appeal that comes in late must be approved by the Provost or Provost's designee.

### ***Appeal of Dismissal***

If a student is eligible for dismissal for unsatisfactory academic progress, the student may appeal the dismissal in writing to the Office of Student Life no later than five (5) days after the start of the next term or semester. The appeal will be reviewed by the Dismissal Appeals Committee and the student will be notified of the results.

### ***Grounds for Appeal***

An appeal will be considered only if there is clear evidence that a substantial error of fact or grade calculation has been made, or in exceptional circumstances such as:

- failure to adhere to the stated requirements of the curriculum, as stated in the *Zayed University Catalog* for the student's year of entry into the baccalaureate program;
- substantial irregularity in the assessment or examination processes which are not



resolved after consulting with relevant college faculty; or

- a medical, family, or personal emergency which has substantially affected the student's academic performance.

The student must present documented evidence with a written appeal to convince the dean that the appeal is warranted and that future academic success is likely. The student will not be recommended for reinstatement unless the student is eligible to enroll in a full schedule of courses (that is, a minimum of five courses) and to make progress toward a degree.

### **University Information**

The student receives official notification from the University in writing or by e-mail on attendance and academic warnings. The student is required to read the documents and respond as outlined. Copies of official letters are also sent to parents or guardians.

### **Readmission**

A student who was previously enrolled in the Academic Bridge Program may apply for readmission to Zayed University if the student meets the following criteria:

- has obtained a minimum of 5.5 IELTS with no band score below 4.5 or
- has obtained a minimum of 71 on the iBT (internet-based TOEFL) and
- has obtained the required IELTS or iBTscore within two years of the student's last enrollment at Zayed University.

A student who was previously enrolled in credit bearing courses may apply for readmission if the student left the University in good academic standing (CGPA of 2.0 or higher) and can still complete the academic program at Zayed University in the number of semesters allowed.

An application for readmission must be filed within two years of the student's last enrollment at Zayed University. Applicants for readmission require special authorization to be readmitted.

### **Grading and Academic Progress for Graduate Students**

Except as modified by the following, Zayed University graduate students are subject to University grading policies and academic progress policies provided in the preceding sections.

Only courses graded "A," "B," and "C" (with or without plus or minus signs) are accepted in satisfaction of graduate degree requirements. Courses graded below "C-" are counted in a student's cumulative grade-point average calculation but do not yield credit toward a graduate degree.

Graduate students must maintain a minimum grade-point average of 3.0 in course work taken in fulfillment of the requirements of a graduate degree. Students dropping below the minimum grade-point average for two consecutive semesters are eligible for academic dismissal from the program for failure to make satisfactory academic progress.

A student who receives two "C" grades (with or without plus or minus signs) will be placed on academic probation if the student's cumulative grade-point average is below 3.0. The student will be removed from academic probation if and when the student's cumulative grade-point average increases to 3.0 or above. Students receiving a third "C" grade (with or without a plus or minus sign), while their cumulative grade-point average is below 3.0, are eligible for academic dismissal from the program for failure to make satisfactory academic progress.

Students receiving a "D" (with or without a plus sign) in a course taken as part of their graduate program must repeat the course. Until the student passes the course (grade of "C-" or better), the student may not enroll in any course for which the course is a prerequisite. When a course is repeated and passed, the passing grade replaces the "D" grade in calculating the student's grade point average. The prior "D" grade is still indicated on the student's academic transcript. A course may be repeated only once.

Students receiving a grade of "F" in any course are eligible for academic dismissal from the program for failure to make satisfactory academic progress.

### **Student Records**

All student records are considered confidential. Only the student, the student's immediate family, and authorized Zayed University personnel may review a student's records. Unless compelled by law, or upon written authorization from parent, guardian, or student, the Registrar's Office may not disclose confidential contents of student records to any party outside the University.

### ***Access to Student Records***

By applying for admission and enrolling at the University, the student accepts the University's right to collect pertinent personal information for institutional purposes. Documentation submitted in support of application for admission becomes the property of the University and is used to assess performance in programs and courses, provide the basis for awards, and assist in the academic and financial administration of University affairs.

The student has the right to inspect all documents contained in the student's record. The student may request that false information is corrected and recipients of false information are advised of the correction. An electronic record of the student's academic achievements at the University is preserved permanently, but all other documents in student files are destroyed when no longer required.

### ***Transcript of Academic Record***

Copies of the student transcript will be issued at the student's request by the Registrar's office.

## **Zayed University Honor Code**

### ***In the Name of God Most Gracious Most Merciful***

*As a student of the University that carries the name of the beloved and revered father of the nation, the late Sheikh Zayed Bin Sultan Al Nahyan (may his soul rest in eternal peace), I pledge to:*

- *Demonstrate the virtues of honesty, respect and fairness*
- *Adhere to the highest standards of personal moral conduct*
- *Refrain from any and all forms of academic dishonesty*
- *Present a positive image of myself by acting with maturity and honor*
- *Take responsibility for my actions and do my part to maintain a community of trust*
- *Dedicate myself to the achievement of the University's excellence*

*I promise to honor Sheikh Zayed and to preserve his legacy by following the example set by the wise and beloved father of the United Arab Emirates.*

## **Student Conduct**

For further details regarding student behavior, see the *Zayed University Student Handbook 2010-2011*.

## **Student Rights and Responsibilities**

### ***Student Rights***

The student has the right to be taken seriously as a responsible student and be treated with respect and consideration by all members of the University community. The student has the right to pursue studies without unwarranted intrusion. Within the University, the student will be encouraged to think critically and globally, to understand and appreciate diverse views, and to develop the intellectual competencies and work habits appropriate to the student's field of study and career aspirations. The University will treat the student with respect and ensure that student rights are protected. The University will maintain the confidentiality of its transactions with every student, save where it is the University's obligation to inform the parent or guardian of academic progress or personal behavior.

### ***Student Responsibilities***

The University expects students to meet the highest standards in their academic work and personal conduct during their stay at Zayed University. Each student is required to obey the rules and regulations of the University as laid out in the *Student Handbook* and *University Catalog*. In particular, each student is expected to abide by the *Zayed University Honor Code*, and all rules and regulations expressed in the Code of Academic Conduct and the Code of Student Conduct. Students are expected to familiarize themselves with these codes and their obligations and responsibilities toward the institution, its faculty and staff, other students and visitors to the University. The student who breaches any of the requirements of the Code of Academic or Student Conduct, as specified in the *Zayed University Student Handbook 2010-2011*, is subject to University discipline.

## **Sensitive Materials and Incidents**

The University adheres to the United Nations Universal Declaration of Human Rights, Article 19, which states: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers."

In a university, the student may encounter ideas or images that fall outside the student's personal value system or frame of reference. The university's goal is not to alter the student's beliefs or values but rather to produce globally aware, responsible graduates with the capacity for independent critical judgment, exhibiting respectful understanding of diverse points of view and a tolerance for perspectives that differ from their own, as Islam promotes. Sensitivity to local culture is considered.

### ***Library Materials***

For the procedure to challenge library books or other library materials, see the *Zayed University Student Handbook 2010-2011*.

### ***Classroom Materials and Incidents***

For the procedure to challenge classroom materials or incidents, see the *Zayed University Student Handbook 2010-2011*.

## **Off-Campus Activities**

Instructionally related off-campus experiences, such as work internships, field trips, study abroad, and research projects are key elements of the Zayed University curriculum, provide meaningful interaction with local and international communities, and reflect University priorities and the University and Major Learning Outcomes. These activities in effect take place during the regular class day and are supervised by the University. Students are required to attend these activities as part of their regular course requirements.

No special parent/guardian permission is required for students participating in off-campus academic trips within the city or surrounding area. Successful completion of any course at Zayed University requires participation in all course-related assignments.

### ***Placement of Interns***

The University reserves the right to determine placement of interns, without further permission of parent or guardian.

## **Academic Honors**

### ***President's Award***

Each year, the President's Award is presented to one graduating student on each campus, based on the quality of the student's academic performance, including cumulative grade-point average and other criteria consistent with the University's mission to graduate outstanding, well-rounded students. The President's Award is

the University's highest award for academic achievement.

To be considered for the award, a student must:

- qualify for graduation in that academic year;
- achieve the highest cumulative grade-point average in the student's college on the campus; and
- demonstrate in academic work and University activities that the student possesses the qualities and capabilities Zayed University strives to inculcate in its graduates. Specifically, the student must demonstrate academic well-roundedness by exceptional achievement in all of the Zayed University Learning Outcomes.

These students are recognized at graduation by notation in the commencement program and the wearing of a medallion.

### ***Sheikha Fatima Academic Honor Society***

On each campus, two fourth-year students from each college are selected each year to receive membership in the Sheikha Fatima Academic Honor Society and to be recognized at graduation. To be considered for membership in the Honor Society, a student must:

- complete sufficient credits to graduate that year;
- attain a minimum cumulative grade-point average of 3.6 out of 4.0; and,
- demonstrate the exceptional intellectual and professional qualities that the University aspires to inculcate in its students. These qualities are described in the Zayed University Learning Outcomes (ZULOs) and the Major Learning Outcomes (MALOs) of each college.

### ***Dean's List***

Each semester, the colleges recognize the top ten percent (10%) of their students who have achieved a semester grade-point average of 3.6 or above in the previous semester. Students must have completed fifteen or more credits with no "Withdrawals" (W) or "Incompletes" (I). Dean's List recipients receive a certificate from their college recognizing their academic achievement.

# ***Academic Bridge Program (ABP)***

## **Faculty Listings**

**Director:** Kirk Dowswell

**Assistant Professor:** Mehtap Kocatepe,  
Jessica Midraj (Assessment Supervisor),  
Aicha Rochdi

**Instructors:** Omar Ahermouch, Faisal Al-Attar, Robyn Albers, Marlon Anandappa, Marianne Anderson, Minoo Asdjodi, Fairlie Atkinson, Aeysha Attard, Pinyar Ayber, James Baily, Jamie Baird, Sheila Barry, Christopher Batten, Robert Belanger, Tracy Bensabai, Scott Benson (Assistant Director), Jay Bidal, Elizabeth Birch, Laura Blackhall, Andrew Blackmore (Curriculum Supervisor), Lee Botelho, Helen Bowen, Michael Bowles, Denise Boyd, Barbara Braun, Ahmed Bulbulia, Theodore Burkett, John Burrell, Senem Buyuk, Karen Caldwell, Paul Carroll, Joyce Choueri, Neville Clarkson, Alton Cole, Rebecca Colestock, Dianne Cook, Peter Corbett, Mihaela Dascalu, Peter Davidson, Jeffrey Davis, Koos De Beer, Paul De Jong, Stephen D'Entremont, Charlene Diemer, Ida Dolci, Michele Dowse, Beth Drury, Brendan Duffy, Tara Dunlap, Fatma Elshafie, Mark Emmett, Marion Engin, Jenny Eppard, Willie Ferguson, Taoufik Ferjani, Peter Forward, Sylvia Frier, Jonathan Fulton, Leslie Gardner, Effrosyni Georgiadou, Aysen Gilroy, Ruth Glasgow, Donald Glass, Frieda Gosal-Sellers, Michael Gowgiel, Jon Gregory, Peter Hassall, Laila Hawker, Hilda Horemans, David Hughes (Curriculum Supervisor), Elizabeth Igarza, Raieda Ishak, David Jeffrey, Wayne Jones (Assessment Supervisor), Noor Kabbarah, Mary Karatal, Daniel Knibloe, Susanne Korda, Jennifer Kuchno, Brione LaThrop, Jon Lavelle, Lynn Lund, Jesse Macpherson, Jeffrey Maggard, Kerry Malster, Linda Marshall, Beverley McClusky, Bruce McCoy, Jennifer McCoy, Debra McDermott, James McDonald, Kara McKeown, Darcy Meijer, Marie Miyaishi, David Mulvihill, Helen Newman, Stewart Nield, Dina Osman, Leyla Ozmenekse, David Penner, Andrew Perkins, Glen Persello, Robert Peters, Kevin Phillips, Duncan Pollock, Moira Prentice,

Barnaby Priest (Assistant Director), Robert Priest, Sailaja Rajaretnam, Preeya Reddy, Lisa Reber-Rider, David Ribott, Gustavo Riera, James Roebuck, Ian Rogers, Cathryn Roos, Peter Rothfels, Bernadette Rundle, Khoulood Sabbagh, Linda Safari, Joanne Sanders, Timothy Shuler, Cheryl Sisak, Tamara Sitterly, Tatjana Skoro, Jerry Spring, Anne Stander, Ann Stephenson, Steven Strasen, Peter Tall (Men's Program Supervisor, Dubai), Kate Tindle, Robert Turner (Men's Program Supervisor, Abu Dhabi), Randy VanArsdale, Tara Waller, Ursula Walsh, Janine Welsby, Cynthia Weston, Timothy Whitcomb, Beth Wiens, Judy Wren, Joanne Yanova, Nicholas Yates

### ***Mission***

The Academic Bridge Program ensures that all students entering the baccalaureate program have achieved the standard for English language proficiency required for admission.

A student who has yet to reach the standard is automatically enrolled in the ABP, the English-as-a-foreign-language program which prepares students for admission to the university degree programs. The Academic Bridge Program consists of eight levels, each lasting nine weeks. Depending on the entry level a student may spend between nine weeks (entering at the highest level) and two years (entering at the lowest level) learning English.

In addition to supporting and developing a student's English language ability, the Academic Bridge Program aims to enhance a student's academic skills, increase the student's ability to use and incorporate technology in the learning process, and widen the student's general knowledge base. The ABP has a well-defined, integrated-skills, content-based program taught by experienced and committed faculty.

### ***Outreach and Engagement***

The ABP faculty participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

# University College

## Faculty Listings by Department

**Dean:** Jyoti Grewal

**Associate Dean:** Belkeis Altareb

### ***Advising and Academic Development***

**Assistant Professors:** David Gallacher, Joel Shelton

**Instructors:** Patricia Abu Wardeh, Gergana Al Zeer, Maree Anderson, Ahmed Bada, Michelle Elghardgui, Fiona Hunt, Patricia Johnston, Celine Kamhieh, Sally-Ann Long, Brittany Mitchell, Thomas Opio, Zia Saunders (Chair), Barbara Sheehy, Angela Skuba, Shokha Yusef

### ***Arabic Studies***

**Assistant Professors:** Mohamed Abu Zeid, Afaf Al Bataineh, Al-Faris Ali, Sawsan Al Skaf, Ahlam Al Zehhawi, Mokhtar Boularaoui, Salah Darawsheh, Hanaa Hasan, Soad Matar, Hani Nasrullah, Hala Thabet,

**Instructors:** Rasha Badr, Mahmoud Elgibali, Atteya Elnoor, Sayed Esmail El Shenawi, Suha Karaki, Eatedal Osman

### ***Languages***

**Associate Professor:** Linda Laube, David Palfreyman

**Assistant Professors:**

Kimberly Bunts-Anderson, Mingyan Hong, Shuozhao Hou, Maril Patronis, Jan Turlik

**Instructors:** Ann Barrell, Paul Carroll, Anne Greenhoe, Jane Hislop, Lisa Kassem, Gary O'Neill (Chair), Heather Phillips, Derick Singh, Christopher Thornton, Keith Van Tassel, Patricia Weiland

### ***Mathematics and Statistics***

**Professors:** Robert Bennell, Ibrahim Ibrakhimson Rahimov

**Associate Professor:** Sabah Al-Najjar, Stephen Curry (Chair), Satoshi Takahashi

**Assistant Professors:** Iman Boukhobza, Philip Burton, Hasna El-Masri, Alejandro Rodriguez-Martinez, Leonard Raj, Carla Rudder, Fayez Sayed, Elena Tzenova

**Instructors:** Denis Blouin, Puja Gridhar, Sunitha Kannanchery, Nakhshin Karim, Mark Leon, John McPhail, John Wakefield

**Professional in Residence:**

Sunitha Kannanchery

### ***Interdisciplinary Section***

**Associate Professor:** Tofi Rahal

**Instructors:** Sadia Ali, Fida Al Omari,

Dawn Garinger, Michael Harvey, John Houston, Zubaida Huq, Susan Jones, Sarah Khan, Suja Mathew, Suzanne Mizon, Mary Mohandass, Ikko Tucker

**Professional in Residence:**

James Buckingham, Gilles Doiron, Mark French

### ***Introduction***

University College comprises four departments that contribute fundamentally to the University's basic liberal education organized as the Colloquy on Integrated Learning.

Concentrating on the first three semesters of the ZU education, the departments attend to the intellectual development of students by advising and counseling, conducting core courses of the Colloquy, and offering additional support outside the classroom. In addition, the Department of Mathematics and Statistics offers a Minor in Applied Mathematics.

### ***Mission***

University College offers high quality foundational education, the Colloquy, to students and prepares them for their future majors and eventual employment. The experience instills in the students a desire for lifelong learning, fosters intellectual curiosity, and engenders critical thinking. The Colloquy program initiates the baccalaureate careers of all ZU students.

### ***Colloquy on Integrated Learning***

The goal of the Colloquy on Integrated Learning is to build students' understanding of their relation to the world and to equip them to be successful at the University, in their professions and in their personal lives through an integrated, skill-rich, interdisciplinary core curriculum. Within this interdisciplinary framework, the Colloquy builds students' abilities to think critically about the relationship between local contexts and global forces through a comparative engagement with the world, its histories, its problems, and its successes. At the same time, students are prepared to work in their major field of study and in their professions through systematic development of their abilities in critical thinking, computer applications, information literacy, and the Arabic and English languages.

### ***Zayed University Learning Outcomes and the Colloquy Program***

The Colloquy Program has adopted all the Zayed University Learning Outcomes as its own program learning outcomes. The six Zayed

University Learning Outcomes supported by the Colloquy Program are the following:

- **Language:** ZU graduates will be able to communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately.
- **Information Technology:** ZU graduates will be able to use current information technology to enhance productivity and effectiveness.
- **Critical Thinking and Quantitative Reasoning:** ZU graduates will be able to use both critical and quantitative processes to solve problems and to develop informed opinions.
- **Information Literacy:** ZU graduates will be able to find, evaluate and use appropriate information from multiple sources to respond to a variety of needs.
- **Global Awareness:** ZU graduates will be able to understand and value their own and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view.
- **Leadership:** ZU graduates will be able to undertake leadership roles and responsibilities, interacting effectively with others to accomplish shared goals.

### **Vision of the Core Curriculum**

The Colloquy on Integrated Learning achieves its six learning goals through a curriculum that creates an intellectual experience shared by all Zayed University students. This curriculum is made up of two distinct phases:

1. **Common Core:** During the first three semesters of the baccalaureate program, students enroll in a standardized core program made up of five sets of closely related interdisciplinary courses. These sets of courses (sequences) are devoted to introducing students to the University and to career education, global awareness, English, Arabic and science, mathematics and technology.
2. **Menu Courses:** As students move into their majors, they enroll in courses in the colleges that systematically continue the development of the University-wide learning goals. Establishing a bridge between the Colloquy and the majors, these courses continue the development of learning in language and information literacy (Menus III and VI) and information technology (Menu IV). The

spirit of interdisciplinary exploration continues through a Menu V elective.

<b>Colloquy Common Core Semesters One - Three</b>		
<b>Semester One</b>		<b>Credits</b>
COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3
COL 120	Colloquium	3
COL 130	Arabic Concepts	3
COL 140	English Composition I	3
COL 150	Global Awareness I: Emerging Civilizations	3
<b>Total Credits</b>		<b>15</b>
<b>Semester Two</b>		<b>Credits</b>
COL 105	Career Exploration	3
COL 135	Islamic Civilization I	3
COL 145	English Composition II	3
COL 155	Global Awareness II: Imperial Encounters	3
COL 110	Mathematical Modeling with Data	3
<b>Total Credits</b>		<b>15</b>
<b>Semester Three</b>		<b>Credits</b>
ADV 201	Advising	0
COL 230	Islamic Civilization II	3
COL 240	English Composition III	3
COL 250	Global Awareness III: The Twentieth Century and Globalization	3
COL 260*	Environmental Science	3
COL 270*	Introduction to Information Technology	3
<b>Total Credits</b>		<b>15</b>
<b>Colloquy Common Core: Total Credits</b>		<b>45</b>

\*COL 260 and COL 270 may be scheduled for semester three, four, or five.

<b>Menu Courses and Arabic Labs: Semesters Four - Six*</b>		
<b>Semester Four</b>		<b>Credits</b>
Menu III	Global Awareness, Language and Information Literacy	3-6
Menu IV	Critical Thinking and Quantitative Reasoning and Information Technology	3-6
Arabic Lab**	Linked to Major Course	1**
<b>Total Credits</b>		<b>10</b>
<b>Semester Five</b>		<b>Credits</b>
Menu V	Elective (Outside Major Program)	3
<b>Semester Six</b>		<b>Credits</b>
Menu VI	English-Intensive Major Course	3***
Arabic Lab**	Linked to Major Course	1**
<b>Total Credits</b>		<b>7</b>
<b>Menu Courses and Arabic Lab Total Credits</b>		<b>14 to 17</b>
<p>* Sequencing of Menu courses and Arabic labs in the Eight-Semester Plans may vary slightly according to college needs. Courses to meet Menu III, IV, and VI may also be part of a College Core.</p> <p>** Colleges may offer alternatives that are approved by the Colloquy Program.</p> <p>*** Credit hours for English-intensive major courses included in Semester Six are generally counted within the credit hours required by the major.</p>		

<b>Summary</b>	
<b>Colloquy on Integrated Learning Common Core Credits</b>	<b>45</b>
<b>Menu Course and Arabic Lab Credits</b>	<b>14 to 17*</b>
<b>Total Credits</b>	<b>59 to 62*</b>
<p>* Courses to meet Menu III, IV and VI may also be part of the College Core. Credit hours for English-intensive major courses included in Semester Six are generally counted within the credit hours required by the major.</p>	

## Key Features of the Colloquy Core

### Sequence 1

#### University Socialization and Career Education

#### COL 120 and 105

Sequence 1 of the Colloquy aims to socialize students to the University and assist them in selecting a major. It does so through:

- introducing students to the University and building their capacity to be successful students;
- introducing them to the major fields of study available at the University;
- increasing their understanding of the U.A.E.'s economic and social development and their future role in building the nation; and
- assisting them in assessing their own talents and circumstances so as to enable them to make good choices about their education and future careers.

During the first semester, students enroll in Colloquium (COL 120), a course that introduces them to the University and its disciplines through the study of the City. Through studying the City as an example, the course explores how the sciences, social sciences, and the humanities use their different intellectual tools to generate knowledge. Furthermore, students are introduced to the way in which this knowledge is used through examining how the various professions understand and improve human life. The course also helps students develop solid study skills.

During their first semester, students also participate in Majors Day as part of their work in Colloquium. In workshops delivered by each of the colleges, students learn about the various courses of study open to them at ZU.

During the second semester students enroll in Career Exploration (COL 105). This course assists them in exploring the relationship between their personal talents and circumstances and the professional world they will enter after graduation. COL 105 assists students in preparing to select their major, a selection that they will make in the third semester in Advising 201.

Semester 1	Semester 2	Semester 3
COL 120 Colloquium	COL 105 Career Exploration	ADV 201 Advising (Application to Majors)

Students who exit the Academic Bridge Program mid-semester (“Term B” students) normally enroll in special sections of Colloquium and Arabic Concepts (COL 120 and 130). Taken together as “double-density” courses delivered in 10 weeks, these six hours of courses constitute the student’s full load for the second term of the semester. Term B students enroll in COL 105 and Islamic Civilization I in their first full semester.

## Sequence 2

### *The Global Awareness Courses COL 150, 155, 250, 135, 230*

One of the Colloquy’s primary goals is to equip students with tools for analyzing the dynamic change that is taking place in the U.A.E., the region, and the world. At the same time that the Colloquy equips students to evaluate the processes of change, it also develops their understanding of the history of their own traditions though demonstrating that timeless values can be successfully integrated into new circumstances.

These courses enable students to understand and value their own culture and the cultures of others. One set of courses considers a variety of past cultures and embraces as well a study of contemporary cultures. The other set concentrates on Islamic civilization. All courses encourage informed, socially responsible, and intellectually mature perceptions of and responses to differences among cultures widely dispersed in space and time. Global Awareness I studies two ancient civilizations. In Global Awareness II students encounter five empires: Aztec, Mali, Kongo, Ottoman, and British. The twentieth century and globalization occupy the attention of students in Global Awareness III. In every course students draw useful evidence from economic, social, political, literary, scientific, technological, and visual sources.

The Islamic Civilization courses, COL 135 and COL 230, compliment the three Global Awareness courses through the study of both the continuities characteristic of Islam and the interactions between Islamic peoples and other civilizations. The courses move chronologically from the foundations of Islam to its practice in the modern world. The program emphasizes the contributions that Islamic Civilization has made to human civilization in general and the ways it has changed and adapted through time. While Islam’s core values have remained intact, its civilization has been enhanced through assimilating knowledge from the cultures of other peoples. Arabic is the

language of instruction in the Islamic Civilization courses.

Semester 1	Semester 2	Semester 3
COL 150 Global Awareness I	COL 155 Global Awareness II	COL 250 Global Awareness III
	COL 135 Islamic Civilization I	COL 230 Islamic Civilization II

## Sequence 3

### *Academic English Language Development COL 140, 145, 240*

Academic success in a student’s major is dependent on the student’s ability to read, write, and speak academic English. The Colloquy facilitates the systematic improvement of this skill. During each of the Colloquy’s first three semesters, students enroll in an English Composition course (COL 140, 145 and 240). Each of these courses is designed to develop the student’s skills in using the language as a tool for critical analysis and self-expression. In order to facilitate systematic improvement, student work is assessed using standardized rubrics. This method assures that all students are required to meet common standards. By the end of the three courses, students are able to write short, well-organized papers characterized by argument and evidence.

Semester 1	Semester 2	Semester 3
COL 140 English Composition I	COL 145 English Composition II	COL 240 English Composition III

Entering students with exceptionally strong qualifications in the English language may enroll in COL 140A, an advanced version of English Composition I.

Writing assignments in other courses in the Colloquy are likewise characterized by a commitment to high standards of English. Writing assignments throughout the first three semesters use the Colloquy’s grading rubric.

**“English Only” Policy:** Courses in the Colloquy maintain an “English Only” policy. A student’s ability to work in English is promoted through a classroom environment in which the student is immersed in the language. Students use only English in all of their communication with faculty and other students while they are in the Colloquy classroom. (This does not apply to COL 130 Arabic Concepts or to COL 135 and 230 Islamic Civilization, which are conducted in Arabic.) Because it is important for students



to master the conventions of academic English in the first three semesters to prepare them for success in their majors, it is essential that immersion in the English language during class be as complete as possible.

Students' English skills are further developed by taking intensive English courses tailored to their major as a part of Menu VI. This affords students an opportunity to concentrate on the use of English as a vital aspect of their development as professionals by introducing them to the professional vocabulary and modes of communication in their chosen area of study.

**Sequence 4**  
***Academic Arabic Language Development***  
***COL 130, 135, 230***

The development of students' ability to use Arabic in a professional setting is one of the University's primary goals. The Colloquy plays a major role in helping students reach this goal through three courses taught in the Arabic language.

In the first of these courses, Arabic Concepts (COL 130), students are introduced to the formal language of each of the major disciplines taught at ZU. The course includes units on Art, Business, Communication, Education, Health Sciences, Information Technology, and the Social Sciences. Through reading and writing based on readings from these disciplines, students develop a broader understanding of the academic vocabulary and writing conventions used across the University.

After taking Arabic Concepts in the first semester, students enroll in Islamic Civilization (COL 135 and COL 230) in their second and third semesters. In addition to being a part of the Global Awareness sequence, the Islamic Civilization courses are also committed to improving students' formal Arabic. Both courses require that students complete a research project that forms the basis of a major formal presentation to the class, thus strengthening both writing and speaking in formal Arabic.

Students' Arabic skills are further developed in the Arabic-in-the-disciplines program. Students take at least two Arabic language labs (or a college-designed alternative as approved by the Colloquy program). The labs, normally offered in semesters 4 and 6, are linked with required courses in the majors, giving students an opportunity to concentrate on Arabic as a vital aspect of their professional development. Arabic labs are specifically tailored to majors and introduce students to the professional

vocabulary and modes of communication in their chosen area of study.

Semester 1	Semester 2	Semester 3	Semesters 4 and 6
COL 130 Arabic Concepts	COL 135 Islamic Civilization I	COL 230 Islamic Civilization II	Arabic Labs linked to required major courses

**Sequence 5**  
***Science, Mathematics, and Technology***  
***COL 111, COL 110, COL 260, COL 270***

The Colloquy on Integrated Learning lays the foundation for technologically assisted quantitative and scientific thinking through a set of three courses. In Mathematical Modeling with Functions (COL 111) students develop problem-solving skills in applied mathematics courses that sharpen their capacity to use numerical reasoning in practical contexts. Using a project-based approach, students in Mathematical Modeling with Data (COL 110) use computing to solve problems and complete meaningful tasks. In Environmental Science (COL 260), students develop their ability to use scientific and quantitative principles to analyze the impact of human activity on the natural environment. Currently under development, COL 270 supports the strengthening of technologically assisted quantitative and scientific thinking.

Semester 1	Semester 2	Semester 3
COL 111 Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	COL 110 Mathematical Modeling with Data	COL 260 Environmental Science  COL 270 Introduction to Information Technology

COL 260 and COL 270 may be scheduled for semester three, four, or five.

**Developmental Mathematics:** A student's score on the CEPA Mathematics examination may require the student to enroll in a developmental course MTH 101 Basic Mathematics.

***Key Features of the Colloquy Menu Courses and Arabic Labs***

The Colloquy on Integrated Learning facilitates cooperation between the common core curriculum and the majors through a set of Menus. These Menus link the Colloquy program to coursework in the colleges and contribute to the development of disciplinary objectives as well as Zayed University Learning Outcomes. Colleges designate, as part of their majors, nine credit hours of course work

distributed between Menu III (Global Awareness, Language, and Information Literacy) and Menu IV (Critical Thinking and Quantitative Reasoning and Information Technology). The course that students select from Menu V is a genuine elective that allows students to explore interests aside from their major requirements. The curricula of the Menu VI courses and the Arabic Labs are oriented to language development in the majors.

### **Menu III: Global Awareness, Language, and Information Literacy**

Menu III courses build upon work in the Global Awareness sequence and introduce students to selected aspects of the Humanities and the Social Sciences as they relate to the majors. These courses come from various disciplines and also contribute to the development of language and information literacy learning outcomes. Majors designate one or two major course requirements as Menu III.

### **Menu IV: Critical Thinking and Quantitative Reasoning and Information Technology**

Menu IV courses build upon work in the Science, Mathematics, and Technology sequence and introduce students to selected aspects of science, mathematics, and/or information technology as they relate to the majors. These courses also contribute to the development of computing applications and critical thinking learning goals. Majors designate one or two major course requirements as Menu IV.

### **Menu V: Elective**

All students take at least one elective course outside the courses offered by their major. This requirement for a genuine elective continues the spirit of interdisciplinary exploration that stands at the core of integrated learning and gives the student an opportunity to take a course outside of the college or department of the student's major.

### **Menu VI: Professional Language Development**

**English:** Each major designates at least one of its required courses as English intensive. This course supports students' capacity to work in the vocabulary and genres of their major. It supports their further growth in the use of the English language in a professional context.

**Arabic:** Each major designates at least two required courses to be linked to a 1-credit Arabic lab or an alternative approved by the Colloquy program. The labs are tailored to the needs of each major and support students' capacity to work in the vocabulary and modes

of communication in their major. They also support their further growth in the use of the Arabic language in a professional context by building on the base developed in the Colloquy program. These courses and their accompanying labs are taken normally in the fourth and sixth semester.

**Assessment:** Assessment of English and Arabic competency takes place during the sixth or seventh semester. These assessments may be linked to the Menu VI courses and labs or may be a part of other assessments, such as those to determine eligibility for internships.

### ***Advising***

Faculty within the Department of Advising and Academic Development are responsible for the academic and personal welfare of students who are studying in the Colloquy on Integrated Learning and for providing students with an introduction to both careers education and the fields of study available at Zayed University. Students receive the support and guidance they require to successfully make the transition into and through their three semesters of the program. In addition, faculty work very closely with students in groups and individually to encourage and help students to achieve success by taking charge of their own learning.

### ***Student Academic Support Centers***

University College maintains three centers staffed with faculty members who offer developmental assistance to students in writing, Arabic, and mathematics. The Centers also act as resources for assessing overall institutional effectiveness in skill development.

### ***Minor in Applied Mathematics***

A minor in Applied Mathematics should be attractive to students majoring in a variety of disciplines within the College of Arts and Sciences, the College of Business Sciences, and the College of Information Technology. This minor provides formal recognition of the strength and depth of a student's quantitative knowledge beyond the foundational mathematics requirements of the Colloquy on Integrated Learning.

Applied mathematics and statistics are subjects which concentrate on the use of mathematical methods and reasoning to solve real-world problems of a scientific or decision-making nature in a wide variety of areas, principally (but not exclusively) engineering and technology; the physical, biological, and health sciences; economics, business, and the social sciences.

The minor in Applied Mathematics is available to all Zayed University students except those majoring in the B.S. in Education, Specialization in Upper Primary/Preparatory Education, Teaching Field in Mathematics. To be eligible for enrollment in the minor, a student must have completed at least one semester in an approved major program and have a minimum grade point average of 2.5.

To complete both their major and minor programs within the number of semesters allowed for study at Zayed University, and without having to enroll in an overload course schedule, students intending to enroll in the Applied Mathematics minor should consider commencing the program of study at the beginning of their second baccalaureate year, i.e. one semester in advance of making the formal registration.

The minor in Applied Mathematics requires a student to study 21 credit hours of mathematics and statistics courses, with a minimum of nine credit hours at the 300-course level or above:

- (a) Students must take, and pass with a grade of D or higher, the following four required courses (12 Credit Hours);

MTH 121 Calculus I	MTH 122 Calculus II
MTH 281 Probability and Statistics I	MTH 331 Linear Algebra

- (b) must select, and pass with a grade of D or higher, three elective courses (nine Credit Hours) from the following list;

MTH 341 Differential Equations	MTH 351 Discrete Mathematics
MTH 353 Numerical Analysis	MTH 361 Modern Geometry
MTH 482 Probability and Statistics II	MTH 390 Selected Research Project

To be awarded the minor in Applied Mathematics, a student must successfully complete all seven courses (four required courses and three elective courses) with a pass grade of D or higher in each course, and achieve a grade point average over the seven courses of 2.0 or higher.

***Outreach and Engagement***

University College participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

# College of Arts and Sciences

## Degrees

### *Bachelor of Arts (B.A.)*

#### Major

Art and Design

#### Specializations

Graphic Design

Interior Design

Animation

Visual Art

### *Bachelor of Arts (B.A.)*

#### Major

International Studies

#### Specializations

Culture and Society

International Affairs

#### Major

Emirati Studies (joint with College of Communication and Media Sciences)

### *Bachelor of Science (B.S.)*

#### Major

Health Sciences

#### Specializations

Environmental Health

Health Education and Health Promotion

Nutrition

#### Major

Multimedia Design (joint with College of Communication and Media Sciences and College of Information Technology)

### *Master of Arts (M.A.) in Diplomacy and International Affairs*

### *Executive Masters in Health Care Administration (EMHCA)*

### *Executive Masters in Public Administration (EMPA)*

## Minors

Applied Psychology

Literature

## Certificates

Graduate Certificate in Health

Care Administration

Graduate Certificate in Diplomacy and

International Affairs

## Faculty Listings by Department

**Dean:** Michael Allen

**Associate Dean:** Christopher Nuttman

### *Art and Design*

**Professor:** Stephane Laurent

**Associate Professors:** Nader Azab, Leon Chew, Russell Hamilton, Ronald Hawker, Karen Oremus (Co-Chair)

**Assistant Professors:** Yasmine Abbas, Michele Bambling, Janet Bellotto (Co-Chair), Yunsun Chung-Shin, Dina El Kady, Rahul Malpure, Stefan Messam, Elizabeth Monoian, Maria Navarro, Sharon Parker, Colleen Quigley, Omid Rouhani, Naz Shahrokh, Tina Sleiman, Marco Sosa, Joshua Watts

### *Humanities and Social Sciences*

**Professors:** Habibul Khondker, Andrew Major (Director, College of Arts and Sciences Graduate Programs)

**Associate Professors:** Omnia Amin, Jane Bristol-Rhys, Frank Cibulka, Annick Durand, Paul Fox, Lisa Isaacson (Co-Chair), Sabrina Joseph (Co-Chair), Maher Khelifa, Mehrdad Mozayyan, Rafael Reyes-Ruiz

**Assistant Professors:** Amir Al Islam, Kristian Alexander, Nezar Andary, Helena Penelope Evans, Steven Gardiner, Sandra Guerrero, Suzanne Joseph, Akbar Keshodkar, Susanne Kranz, Mohammad Masad, Scott Morrison, Anke Reichenbach, Swetasree Roy, Rima Sabban, Aysem Senyurekli, Li-Chen Sim, Jeffrey Szuchman, Federico Velez, Sandra Wynands

**Instructor:** Mhamed Biygautane, David Chaudoir, Dina Khanat, Andrew Patrick, Sandra Staicu, James Williams

### *Natural Science and Public Health*

**Professors:** Man Chung, Bared Garabedian

**Associate Professors:** Usama Alalami, Thamir Al Najjar, Perla Atiyah, Carol Campbell, Andrew Gardner, Munawwar Khan

**Assistant Professors:** Fatme Al-Anouti, Rania Dghaim, Jane Dunkley, Malin Garemo, Brigitte Howarth, Wen Kuo, Mercedes Sheen, Justin Thomas

**Instructor:** Hazel Broome (Assistant Chair), Merryn McKinnon

## **Introduction**

The College of Arts and Sciences is a large, complex organization that fulfills three major roles. The college plays a central role in the Colloquy on Integrated Learning, Zayed University's core curriculum, in which all ZU students study a full range of subjects recognized as the foundation for modern learning. The college offers specialization through majors that provide students with the opportunity to deepen their understanding of the nature and richness of human learning and experience and to apply their knowledge through research and internship experiences.

## **Mission**

The College of Arts and Sciences seeks to educate graduates who have acquired the knowledge and skills needed for successful careers, leadership roles, and the capacity for lifelong learning, regardless of a student's major. It also seeks to contribute to the advancement of the U.A.E. through research, service, and outreach activities that advance the development of the nation's intellectual assets.

The college's programmatic mission includes three different but related goals:

1. To contribute to the general knowledge of all University students by designing and offering a range of core curriculum courses that enhance both subject knowledge and skills development;
2. To serve the needs of the professional colleges and support their programs by providing elective courses in the humanities, art and design, social and behavioral sciences, and natural science and public health and minors in Applied Psychology and in Literature;
3. To offer majors in selected disciplines that are intellectually and socially meaningful and prepare students for careers which currently exist as well as those which may develop in the future

## **Academic Programs**

The college offers academic majors leading to baccalaureate degrees in Art and Design, International Studies, and Health Sciences.

The departments responsible for those degrees—Art and Design, Humanities and Social Sciences, and Natural Science and Public Health—are featured on pages 43-68, where full descriptions of the degrees appear.

The College of Arts and Sciences offers two additional degrees jointly with other colleges.

## **Emirati Studies** (joint with College of Communication and Media Sciences)

This interdisciplinary program draws theoretical perspectives and applied knowledge from two departments in the College of Arts and Sciences (Humanities and Social Sciences; Art and Design) and the College of Communication and Media Sciences in order to develop a comprehensive course of study in two fundamental areas of Emirati cultural resources: archaeological and historical knowledge, heritage and cultural production. The other elements of the program are designed to provide career preparation in exhibition design and curatorship, and cultural tourism—sectors that are expanding within the U.A.E. The country needs citizens who, knowing their history, heritage, and culture, can work effectively in both heritage tourism and cultural tourism. Those targeted growth sectors are seeing considerable investment in restoration, conservation, museums, arts centers, and cultural festivals and celebrations. Investment in the human capital to staff those new ventures is necessary if the U.A.E. is to be a successful tourist destination. Graduates with the degree in Emirati Studies will expand national capacity in all the knowledge and skill areas that support and sustain heritage and cultural tourism.

## **Multimedia Design** (Joint with College of Information Technology and College of Communication and Media Sciences)

This interdisciplinary program emphasizes the acquisition of the knowledge and skills in information technology, public media, and the arts that will meet the growing demand by employers for multimedia graduates with broad expertise and a high level of leading-edge technical skills. The program encompasses the design, development, and deployment of interactive multimedia. It focuses on the effective management of current and emerging technologies and highlights innovation and entrepreneurship throughout the program. Graduates with a degree in Multimedia Design will be well prepared for both the public and corporate sectors and will be able to manage and develop interactive multimedia initiatives ranging from software development to the design and management of live interactive corporate media systems. The program draws equally on faculty strength in the three colleges that support it. The Department of Art and Design provides the faculty from the College of Arts and Sciences.

In addition to those majors, the college offers a range of disciplinary and interdisciplinary courses in the Colloquy curriculum, as well as support courses for majors in the other colleges. Descriptions for all courses offered by the college are included in Course Descriptions on pages 150-184, the list of courses to be found later in this catalog. Each program and major has its own set of learning outcomes that define the scope of knowledge and skills which arise in that discipline and which provide the necessary knowledge base for the successful pursuit of careers or advanced study in those fields.

The college undertakes to support the development of competence in English of all students from the point of entry to degree completion. It also provides courses at advanced levels for students in the College of Education so that they can develop teaching specialties in the basic disciplines. Students preparing to teach in either government or private schools, kindergarten through twelfth grade, will major in Education and complete discipline studies in other subjects to qualify as required for teaching.

In addition to its own three major programs, two programs offered jointly with other colleges, and various service courses, the College of Arts and Sciences offers two minor programs: Applied Psychology and Literature.

### **Minor in Applied Psychology**

The Department of Natural Sciences and Public Health offers a minor in Applied Psychology. The minor in Applied Psychology offers students the opportunity to gain the knowledge, values, and skills that will enable them to acquire a greater degree of insight into the complex factors that impact their own behavior and that of others around them, and thus to become more knowledgeable about similarities and tolerant of differences between human beings. Moreover, a minor in Applied Psychology allows students to understand more about leadership and management within organizations, and helps them to gain a better perspective in how organizations function.

Taking a minor in Applied Psychology enables students to understand and appreciate how their own behavior and that of others is shaped by biological, social, environmental, and psychological factors; understand and display empathic counseling techniques; utilize appropriate interventions for presenting concerns while taking into account individual and environmental factors; and understand the

complexity of people within systems such as families, organizations, and groups. These critical thinking and personal development outcomes align with those outlined by the University. The six courses that constitute the minor in Applied Psychology are:

- PSY 212 Psychology in Everyday Life
- PSY 310 Introduction to Helping Skills
- PSY 410 Individual and Family Assessment
- PSY 413 Individual and Family Intervention Strategies
- HSC 375 Health and Behavior
- MTH 281 Probability and Statistics

### **Minor in Literature**

The Department of Humanities and Social Sciences offers a minor in Literature. It gives students the opportunity to study a wide array of world literature and enhance their status as educated persons. Students strengthen and enlarge capabilities that they began developing in Colloquy courses and are refining in their majors. They improve as readers, speakers, and writers of English. They sharpen their ability to think critically as they intellectually engage challenging texts. Students minoring in Literature exercise their imaginations and expand their facility for research. They extend and deepen their understanding of historical forces, diverse cultures, and the human condition.

The minor in Literature comprises these six courses, normally offered in the semester noted parenthetically.

- HSS 282 Film and Literature (spring)
- HSS 293 Drama (spring)
- HSS 372 Modern and Contemporary Literature (spring)
- HSS 375 The Novel (fall)
- HSS 472 World Poetry (fall)
- HSS 479 World Fiction (spring)

### ***Zayed University Learning Outcomes (ZULOs)***

College coursework and out-of-class experiences provide opportunities for students to develop competency and document achievement in the Zayed University Learning Outcomes. Student achievement in the ZU Learning Outcomes is assessed through the normal assessment process in each course by instructors. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assess ZULO achievement levels and readiness for internship.

Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course and through periodic assessments by instructors and advisors during the undergraduate program.

### ***Major Learning Outcomes and Assessment Protocols***

Degree programs in the College of Arts and Sciences have their own Major Learning Outcomes and Assessment Protocols. These are found within the program descriptions.

### **Assessment Protocols**

In the College of Arts and Sciences, assessment protocols are designed within each major to document a student's development in relation to the unique outcomes of that major. The assessment protocols are founded on four principles:

1. Student learning is the central focus of the college's efforts.
2. Each student's assessment will consider both the mastery of content and the learning outcomes established for the program.
3. Each student should be able to demonstrate the application of learning beyond the classroom.
4. Students should develop the skills and confidence to become effective, independent, lifelong learners as a result of their educational experience.

Assessment addresses these principles by requiring students to demonstrate what they have learned through a variety of activities such as writing assignments, course examinations, creative projects, team activities, internship experiences, and public presentations. Students prepare portfolios, defined differently by major, as the record of the assessment process.

### **Relationship of Major Learning Outcomes with the ZU Learning Outcomes**

The Zayed University Academic Program Model was developed as a pedagogical and curricular framework to support student achievement of the University's goals and to enhance the ability of faculty to give students clear, constructive guidance in the learning process. Its focus on outcomes facilitates coordination of students' learning experiences and promotes alignment of University priorities with learning goals. The Academic Program Model is based on sets of outcomes both within and outside of the major that faculty have identified as required for lifelong learning and continued student success.

The Major Learning Outcomes of the College of Arts and Sciences complement the Zayed University Learning Outcomes (ZULOs) by

- providing a disciplinary context for application of the ZULOs;
- setting a high standard related to professional expectations of students; and
- combining interrelated Major and Zayed University Learning Outcomes to produce in-depth learning.

### ***Admission Criteria***

For students entering the baccalaureate program the college requires that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of "C-" or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and
- achievement of passing grades ("D" or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL 260, and COL 270.

COL 260 and COL 270 may be scheduled for semester three, four, or five.

### ***Arts and Sciences Curricula***

Majors in the College of Arts and Sciences approach the development of the student's mastery of both the subject matter (content) and learning outcomes in a distinctive way. Students are introduced to the disciplines that, together, make up the liberal arts and sciences through courses in the Colloquy on Integrated Learning. They then move through a sequence of required and elective courses that introduce increasingly advanced ideas and theory, methods of inquiry and research, and reflective skills. Finally, these majors build the combination of a mastery of theory and content with the opportunity to apply this learning through two additional required activities: the internship and the capstone project.

### ***Internship***

Internships for academic credit add a significant experience in the workplace to a student's education. They provide the opportunity to develop professional attitudes, behavior, skills, and confidence. Internships also introduce the broad range of career possibilities available to the student with a bachelor's degree.

### ***Capstone Course***

The capstone course is designed to provide students with the opportunity to bring together their total educational experience through an original piece of work. Examples of capstone projects have included an intellectual biography, a scientific research project, an art exhibition, research of a particular social issue, and a formal thesis related to literary analysis.

### ***Graduation Requirements***

To earn a baccalaureate degree at Zayed University, the student must have a minimum GPA of 2.0 and have demonstrated proficiency in both the English and Arabic languages through satisfactory completion of course work. The student must fulfill all core curriculum requirements and have satisfied the competencies in Zayed University Learning Outcomes specified by the major. In addition, the student must complete all requirements for the major, including the internship, the capstone experience, and achievement of the Major Learning Outcomes.

A student must complete a minimum of 120 credit hours to graduate. Normally, a degree program may not require a student to complete more than 132 credit hours for graduation. Graduation requirements for the specific degree programs within the College of Arts and Sciences are indicated in the sections of this catalog devoted to those programs. The student should consult with a college advisor on program and course requirements for graduation.

### ***Eight-Semester Curriculum Plans***

Each major in the College of Arts and Sciences has a curriculum plan which demonstrates the relationship between the core curriculum courses, the requirements for the major, and elective courses.

### ***Graduate Programs***

For information on graduate programs offered by the College of Arts and Sciences, see pages 119-126.



# Department of Art and Design

## **Introduction**

The Department of Art and Design in the College of Arts and Sciences combines the traditional disciplines of painting and drawing, art history, theories of aesthetics, design, and the execution of works of art, together with the disciplines of photography, video, multimedia, computer modeling, and animation. This combination of a grounding in the basic fields of art with the skills of the technologist provides students with the ability to be practicing artists in a wide variety of media and to pursue a lifetime of artistic growth. The department offers a Bachelor of Arts degree in Art and Design with options to specialize in Graphic Design, Interior Design, Animation, and Visual Art.

## **Mission**

The mission of the Department of Art and Design is to provide the skills to enable students to make informed and intelligent decisions about their future career path.

This mission is accomplished by:

- offering a solid foundation of technical skills from the creative art and design disciplines which will enable them to work successfully as leaders in the world of art and design, pursue postgraduate studies, and/or establish themselves as committed artists;
- facilitating the successful employment of graduates in art, design, and performance fields in the U.A.E.;
- promoting the exhibition of student and alumni work in appropriate professional venues throughout the U.A.E. and the international community;
- serving as an academic center for the arts in the community by tracking the development and growth of the cultural identity of the country through documentation and research;
- providing a nexus of exchange for interested parties through the facilitation of international conferences, exhibitions, and lecture series; and
- contributing to the improvement of art education at all levels in the U.A.E.

## **Academic Program**

Zayed University is the first institution of higher education in the United Arab Emirates to offer a degree in Art and Design. Providing for this unique opportunity is the major

responsibility of the Art and Design program although its faculty may contribute as well to the Colloquy on Integrated Learning.

## **Zayed University Learning Outcomes**

College coursework and out-of-class experiences provide opportunities for students to develop competency and document achievement in the Zayed University Learning Outcomes. Student achievement in the ZULOs is assessed through the normal assessment process in each course by instructors. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assesses ZULO achievement levels and readiness for internship.

Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course, and through periodic assessments by instructors and advisors during the undergraduate program.

## **Major Learning Outcomes and Assessment Protocols**

The Learning Outcomes of the Art and Design major are common to the international standards for art studies and relate to all of the specializations. Graduates in Art and Design will achieve a level of proficiency with the following learning outcomes:

### **MALO 1: Theory and History of Art and Design**

- Students successfully utilize theories and ideas regarding contemporary issues in their artwork.
- Students are able to complete historical and conceptual analysis of social or medium-specific case studies in design traditions.
- Students are knowledgeable of the historical progression of art, including the comprehension of art and design as a cultural system.

### **MALO 2: Effective Art and Design Practice**

- Students are able to apply design fundamentals to the ethical making of art as a vehicle for self expression, as well as for professional results.
- Students are proficient in practical application of art and design skills, as well as in professional business practices related to those skills.

- Students possess a thorough understanding of the principles of design as an effective and informed tool of communication.

### **MALO 3: Critical Thinking**

- Students are able to define and analyze a problem, as well as evaluate and judge potential solutions.
- Students can develop a project and defend the outcome to an informed audience.
- Students understand the criteria for critical discussion of the arts and the relationship to the creative process.

### **MALO 4: Visual Literacy**

- Students can demonstrate the formulation of complex visual and spatial problems as well as responsive development of innovative solutions.
- Students are able to engage in analysis and interpretation of visual culture.
- Students possess an understanding of design principles: color, line, mass, balance, symmetry, perspective, form, shape, space, volume, value, and visual hierarchy.

### **MALO 5: Information Technology**

- Students can demonstrate proficiency in the use of a number of software applications.
- Students display an integrated approach utilizing multiple design technologies in their professional portfolio.
- Students understand the limitations of different software by choosing appropriate media for design projects.

### **Assessment Protocols**

Assessment of student work in the Art and Design major is continuous from entry into the major through graduation via projects, peer and faculty critiques, project implementation, and the completion of a comprehensive body of work that demonstrates technical and conceptual growth. Students are required to express themselves not only through visual media but also through the written word as a means of clarifying the awareness, analysis, and critical reflection of the relationship between the student's work and contemporary art theory. Students receive continuous feedback from instructors in the process of instruction and project development and through critiques of completed projects.

### **Admission Criteria**

In addition to the requirements specified on page 43, the Department of Art and Design

also requires that entering students achieve a grade of "C" or higher in one practical art course.

### **Art and Design Curriculum**

Initially, the major in Art and Design requires a solid grounding in the foundations of the creative disciplines. As part of the core curriculum program, students are encouraged to take courses which will establish their interest in and dedication to the pursuit of the major before they apply to enter the major.

All majors in Art and Design complete courses which provide the foundation for all specializations. From these foundation courses, students branch into the specialization of their choice. Students from all specializations intermingle in courses, providing a rich learning environment as their projects are developed, critiqued, and exhibited.

Students complete their specialization through the requirements in the major. These courses are individually selected with the assistance of the major advisor. Thus, each student's program has an element which is individually designed, in addition to the foundation and core courses common to all Art and Design majors.

Three culminating efforts provide the framework within which fourth-year students mature as artists: the internship, the senior exhibition, and the capstone project. The internship provides a career-related, experience-centered professional work opportunity where students use and gain skills and acquire insight into professional life. The senior exhibition provides an opportunity for a group show in a public venue which gives students public recognition for their work. Finally, the capstone project offers an opportunity to apply all of the learning which students have achieved, reflect on their total educational experience, and share with others the essence of that experience.

In addition to academic and studio work, art students participate in field trips to museums, galleries, and archeological and architectural sites, and become involved in various University events and other activities which demonstrate their versatility and competence.

The curriculum for the major in Art and Design has been developed to be consistent with the accreditation standards of the National Association of Schools of Art and Design (NASAD) in the United States.

## **Specializations**

### **Graphic Design**

The Graphic Design program is based on the belief that good design is impactful, universal, and timeless; and so is good design education. In the program, students acquire theoretical and practical knowledge in design and design practice and develop a variety of skills in print and media design. Upon graduation, they are ready to become influential members in the graphic design industry. After all, graphic design is a journey that starts with an idea and opens up with a myriad of endless design solutions, and students are invited to actively lead the ride in each course and each project.

Each graphic design project consists of a message, a purpose, and public interaction. Throughout the curriculum students master design processes: understand project briefs, interact with clients, plan the procedure, research data, generate ideas, reiterate and refine deliverables, present and interact with the public. Students are expected to produce their creative solutions through intensive print or media studio work.

### **Interior Design**

The Interior Design program is accepted by the Association of Professional Interior Designers of the U.A.E. The mission of the program is to provide students with the appropriate technical skills and conceptual knowledge to design functional, safe, and aesthetically appealing spaces for their clients. The program covers all scales of interior design projects from small residential to large commercial projects and covers soft and hard decorative finishes.

Students who specialize in Interior Design prepare themselves for work as professional interior designers after their graduation either in the private or public sector, or as freelancers.

### **Animation**

Concepts of story-telling, character animation, and the creation of animated shorts are the base of the Animation specialization. Animation is the rapid display of a sequence of images of 2D or 3D artwork or model positions that create an illusion of movement. Animation encompasses all types of virtual visualizations such as text animation, character animation, and architectural walk-throughs. The Animation curriculum has been developed to provide students with knowledge, concepts, and skills in areas such

as three-dimensional computer modeling, three-dimensional computer animation, digital video, and web design using industrial standard software such as AutoDesk, 3D Studio Max, Adobe Aftereffects, Adobe Photoshop, and Adobe Flash.

Graduates who specialize in Animation can find employment at a number of public and private companies in the U.A.E. in fields such as advertising, marketing, television, gaming, and architectural and interior design. Students can also work as independent contractors for companies internationally.

### **Visual Art**

The Visual Art program is designed to graduate students with the ability to achieve in a wide and balanced variety of visual art areas. The program's philosophy demonstrates that professional creative expression requires both technical and intellectual skill that is acquired through intensive studio work, business exposure, and gallery practice. Integrated in the program also is a disciplined application of critical awareness of artistic issues, past, present, and future, within the region and abroad. The curriculum offers a range of media and methods with core and elective courses that include Drawing, Painting, Photography, Printmaking, and Sculpture. Prior to graduation, students will stage a professional exhibition with their capstone project demonstrating the knowledge and skills they have gained throughout their studies.

Graduates will be multi-skilled and critically informed art professionals, capable of establishing a professional practice in both visual art and media. Cultural programs for government and business support the growing art community in the U.A.E. and provide potential careers. Opportunities include curatorial and art management, art and design criticism, and publishing. Graduates in visual art also have the advanced standing to continue to postgraduate studies and to compete for government and private funding of major projects and initiatives in all fields of the visual arts.

***Internship***

Internships for academic credit add a significant experience in the workplace to a student's education. The internship provides a career-related, experience-centered professional work opportunity where students use and gain skills and acquire insight into professional life.

***Capstone Course***

The capstone course is designed to provide the Art and Design student with the opportunity to bring together the student's total educational experience through an original piece of artwork. capstone projects take on a variety of forms while placing the student in a leadership role in the final project. The goal of the process is for the student to create a body of work that demonstrates growth as an artist, thinker, and new member of the artistic and professional community. The result is a capstone document that records the student's culminating skills and knowledge as a designer and researcher.

***Graduation Requirements***

Students must complete at least 126 semester credit hours and attain the standards specified on page 42.

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Graphic Design**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3
	COL 240	English Composition III	3	HSS 261 or HSS 323 or ART 221	Introduction to Culture and Society or Introduction to International Relations or Research Methods for Artists & Designers	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	ART 251	Basic Design (Menu IV)	3
	COL 270	Introduction to Information Technology	3	ART 205	Art Foundations	3
	ART 201	Principles of Design	3	ART 223	Arts of the Modern World	3
	ART 220	Introduction to Art History (Menu III)	3	ART 223AL	Arabic Lab I (Menu VI)	1
		<b>Total</b>	<b>18</b>	<b>Total</b>		<b>16</b>
<b>Year 3</b>	ART 310	Drawing I	3	ART 312	Painting I	3
	ART 351	Graphic Design I	3	ART 352	Graphic Design II	1
	ART 357	Designing for the Web I	3	ART	Art History (Menu III)	3
	ART	Studio	3	ART 356	Typography I	3
	ART	Design	3	ART 452	Packaging Design	3
		<b>Total</b>	<b>15</b>	<b>Total</b>		<b>13</b>
<b>Year 4</b>		<i>Term-length courses</i>		Menu V	Elective Outside Art Courses	3
	ART 490	Internship	6	ART	Art History	3
	ART 451	Graphic Design III	3	ART	Design	3
	ART 456	Typography II	3	ART	Studio	3
	ART 405	The Professional Artist (Menu VI)	3	ART 499	Capstone	4
	ART 405AL	Arabic Lab II (Menu VI)	1			
	<b>Total</b>	<b>16</b>	<b>Total</b>		<b>16</b>	

**Total = 126 Credit Hours**

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Graphic Design**  
**Options for ART “Design” and ART “Studio”**

<b>ART - Design</b>		
	ART 287	Basics of Interior Design
	ART 318	Three-Dimensional Design
	ART 336	Interior Design Studio I
	ART 337	Color and Light Design
	ART 328	Cross Cultural Influences in Design
	ART 355	Designing With Color
	ART 359	Information Design
	ART 387	Furniture Design
	ART 389	Basic Architecture
	ART 452	Packaging Design
	ART 453	Portfolio Design
<b>ART - Studio</b>		
	ART 311	Drawing for Designers
	ART 313	Drawing II
	ART 314	Illustration and Visual Narrative
	ART 315	Sculpture I
	ART 316	Ceramics I
	ART 319	Introduction to Jewelry Design
	ART 340	Photography I
	ART 341	Photography II
	ART 345	Digital Video I
	ART 346	Digital Video II
	ART 360	Printmaking I
	ART 363	Printmaking II
	ART 365	Digital Printmaking
	ART 366	Book Structures I
	ART 397	Special Topics in Art and Design
	ART 410	Drawing III
	ART 411	Painting II
	ART 413	Painting III
	ART 415	Mixed Media
	ART 418	Installation
	ART 430	Curatorial Practices
	ART 440	Photography III
	ART 460	Printmaking III
	ART 497	Special Topics in Art and Design

**Art History Course Options**

<b>Students choose 6 credit hours from this selection of 300- and 400-level art history courses</b>	
ART 322	History of Islamic Art and Architecture
ART 324	Contemporary Islamic Art and Architecture
ART 325	History of Design
ART 326	Representation: Exhibition, Display and Interpretation I
ART 327	Representation: Exhibition, Display and Interpretation II
ART 420	Communities, Curatorial Practices and Collections
ART 421	Material Culture of the U.A.E
ART 422	Contemporary Art Theory
ART 425	History of Graphic Design
ART 426	History of Interior Design
ART 427	History of Animation

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Interior Design**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Sciences	3
	COL 240	English Composition III	3	ART 205	Art Foundations	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	ART 223	Arts of the Modern World	3
	COL 270	Introduction to Information Technology	3	ART 223AL	Arabic Lab I (Menu VI)	1
	ART 201	Principles of Design	3	ART 251	Basic Design (Menu IV)	3
	ART 220	Introduction to Art History (Menu III)	3	ART 287	Basics of Interior Design	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	ART 221 Or HSS 261 Or HSS 323	Research Methods for Artists and Designers Introduction to Culture and Society Introduction to International Relations	3	ART 312	Painting I	3
	ART 310	Drawing I	3	ART 385	Interior Design Studio II	3
	ART 336	Interior Design Studio I	3	ART	Art History Menu III	3
	ART 379	Computer Aided Design (CAD) for Interior Designers	3	ART	Studio	3
	ART	Design	3	ART	Design	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>1</b>
		<i>Term-length courses</i>		Menu V	Elective Outside ART Courses	3
	ART 337	Color and Light	3	ART 489	Interior Design Studio IV	3
ART 405	The Professional Artist (Menu VI)	3	ART	Art History	3	
ART 405AL	Arabic Lab II (Menu VI)	1	ART	Studio	3	
ART 486	Interior Design Studio III	3	ART 499	Capstone	4	
ART 490	Internship	6				
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>16</b>	

**Total = 126 Credit Hours**

**Zayed University  
College of Arts and Sciences  
Bachelor of Arts in Art and Design  
Specialization in Interior Design  
Options for ART “Design” and ART “Studio”**

<b>ART-Design</b>		
	ART 328	Cross Cultural Influences in Design
	ART 351	Graphic Design I
	ART 357	Designing for the Web I
	ART 356	Typography I
	ART 359	Information Design
	ART 375	3D Modeling
	ART 376	Animation I
	ART 387	Furniture Design
	ART 389	Basic Architecture
	ART 452	Packaging Design
	ART 456	Typography II
	ART 491	Interior Design Methods of Construction
<b>ART-Studio</b>		
	ART 311	Drawing for Designers
	ART 313	Drawing II
	ART 314	Illustration and Visual Narrative
	ART 315	Sculpture I
	ART 316	Ceramics I
	ART 319	Introduction to Jewelry Design
	ART 340	Photography I
	ART 341	Photography II
	ART 345	Digital Video I
	ART 346	Digital Video II
	ART 360	Printmaking I
	ART 363	Printmaking II
	ART 365	Digital Printmaking
	ART 366	Book Structures I
	ART 397	Special Topics in Art and Design
	ART 410	Drawing III
	ART 411	Painting II
	ART 413	Painting III
	ART 415	Mixed Media
	ART 418	Installation
	ART 440	Photography III
	ART 460	Printmaking III
	ART 497	Special Topics in Art and Design

**Art History Course Options**

<b>Students choose 6 credit hours from this selection of 300- and 400-level art history courses</b>	
ART 322	History of Islamic Art and Architecture
ART 324	Contemporary Islamic Art and Architecture
ART 325	History of Design
ART 326	Representation: Exhibition, Display, and Interpretation I
ART 327	Representation: Exhibition, Display, and Interpretation II
ART 420	Communities, Curatorial Practices and Collections
ART 421	Material Culture of the U.A.E
ART 422	Contemporary Art Theory
ART 425	History of Graphic Design
ART 426	History of Interior Design
ART 427	History of Animation



**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Animation**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3
	COL 240	English Composition III	3	ART 205	Art Foundations	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	ART 221 or HSS 261 or HSS 323	Research Methods for Artists and Designers Introduction to Culture and Society Introduction to International Relations	3
	COL 270	Introduction to Information Technology	3	ART 223	Arts of the Modern World	3
	ART 201	Principles of Design	3	ART 223AL	Arabic Lab I (Menu VI)	1
	ART 220	Introduction to Art History (Menu III)	3	ART 251	Basic Design (Menu IV)	1
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	ART 310	Drawing I	3	ART 312	Painting I	3
	ART 357	Designing for the Web I	3	ART 345	Digital Video I*	3
	ART 375	3D Modeling	3	ART 376	Animation I	3
	ART	Design	3	ART 477	3D Lighting and Rendering	3
	ART	Studio	3	ART	Art History (Menu III)	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 4</b>		<i>Term-length courses</i>		Menu V	Elective Outside ART Courses	3
	ART 377	Animation II	3	ART	Elective	3
	ART 405	The Professional Artist (Menu VI)	3	ART	Studio	3
	ART 405 AL	Arabic Lab II (Menu VI)	1	ART	Art History	3
	ART	Design	3	ART 499	Capstone	4
	ART 490	Internship	6			
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>16</b>	

**Total = 126 Credit Hours**

\*As technology develops, the Chair may agree to substitute a multimedia course including a component of video.

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Animation**  
**Options for ART “Design” and ART “Studio”**

<b>ART-Design</b>		
	ART 287	Basics of Interior Design
	ART 328	Cross Cultural Influences in Design
	ART 351	Graphic Design I
	ART 352	Graphic Design II
	ART 355	Designing with Color
	ART 356	Typography I
	ART 359	Information Design
	ART 387	Furniture Design
	ART 452	Packaging Design
	ART 456	Typography II
<b>ART-Studio</b>		
	ART 311	Drawing for Designers
	ART 313	Drawing II
	ART 314	Illustration and Visual Narrative
	ART 315	Sculpture I
	ART 316	Ceramics I
	ART 319	Introduction to Jewelry Design
	ART 340	Photography I
	ART 341	Photography II
	ART 346	Digital Video II
	ART 360	Printmaking I
	ART 363	Printmaking II
	ART 365	Digital Printmaking
	ART 366	Book Structures I
	ART 397	Special Topics in Art and Design
	ART 410	Drawing III
	ART 411	Painting II
	ART 413	Painting III
	ART 415	Mixed Media
	ART 418	Installation
	ART 430	Curatorial Practices
	ART 460	Printmaking III
	ART 497	Special Topics in Art and Design

**Art History Course Options**

<b>Students choose 6 credit hours from this selection of 300- and 400-level art history courses</b>	
ART 322	History of Islamic Art and Architecture
ART 324	Contemporary Islamic Art and Architecture
ART 325	History of Design
ART 326	Representation: Exhibition, Display and Interpretation I
ART 327	Representation: Exhibition, Display and Interpretation II
ART 420	Communities, Curatorial Practices and Collections
ART 421	Material Culture of the U.A.E
ART 422	Contemporary Art Theory
ART 425	History of Graphic Design
ART 426	History of Interior Design
ART 427	History of Animation

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Art and Design**  
**Specialization in Visual Art**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3
	COL 240	English Composition III	3	ART 205	Art Foundations	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	ART 221 or HSS 261 or HSS 323	Research Methods for Artists and Designers Introduction to Culture and Society Introduction to International Relations	3
	COL 270	Introduction to Information Technology	3	ART 223	Arts of the Modern World	3
	ART 201	Principles of Design	3	ART 223AL	Arabic Lab I (Menu VI)	1
	ART 220	Introduction to Art History (Menu III)	3	ART 251	Basic Design (Menu IV)	3
		<b>Total</b>		<b>18</b>	<b>Total</b>	
<b>Year 3</b>	ART 310	Drawing I	3	ART 313	Drawing II	3
	ART 312	Painting I	3	ART 345	Digital Video I*	3
	ART 315	Sculpture I	3	ART	Design	3
	ART 340	Photography I	3	ART	Studio	3
	ART 360	Printmaking I	3	ART 313	Art History (Menu III)	3
		<b>Total</b>		<b>15</b>	<b>Total</b>	
<b>Year 4</b>		<i>Term-length courses</i>		Menu V	Elective Outside ART Courses	3
	ART 405	The Professional Artist (Menu VI)	3	ART	Elective	3
	ART 405AL	Arabic Lab II (Menu VI)	1	ART	Design	3
	ART	Studio	3	ART	Art History	3
	ART	Elective	3	ART 499	Capstone	4
	ART 490	Internship	6			
		<b>Total</b>		<b>15</b>	<b>Total</b>	

**Total = 126 Credit Hours**

\*As technology develops, the Chair may agree to substitute a multimedia course including a component of video.

**Zayed University  
College of Arts and Sciences  
Bachelor of Arts in Art and Design  
Specialization in Visual Art  
Options for ART “Design” and ART “Studio”**

<b>ART-Design</b>		
	ART 287	Basics of Interior Design
	ART 318	Three-Dimensional Design
	ART 336	Interior Design Studio I
	ART 337	Color and Light Design
	ART 351	Graphic Design I
	ART 352	Graphic Design II
	ART 355	Designing with Color
	ART 357	Designing for the Web I
	ART 359	Information Design
	ART 375	3D Modeling
	ART 376	Animation I
	ART 387	Furniture Design
	ART 379	Computer Aided Design (CAD) for Interior Designers
	ART 328	Cross Cultural Influences in Design
	ART 336	Interior Design Studio I
	ART 356	Typography I
	ART 452	Packaging Design
	ART 456	Typography II
<b>ART-Studio</b>		
	ART 311	Drawing for Designers
	ART 314	Illustration and Visual Narrative
	ART 316	Ceramics I
	ART 319	Introduction to Jewelry Design
	ART 341	Photography II
	ART 346	Digital Video II
	ART 363	Printmaking II
	ART 365	Digital Printmaking
	ART 366	Book Structures I
	ART 397	Special Topics in Art and Design
	ART 410	Drawing III
	ART 413	Painting III
	ART 415	Mixed Media
	ART 418	Installation
	ART 460	Printmaking III
	ART 430	Curatorial Practices
	ART 440	Photography III
	ART 497	Special Topics in Art and Design

**Art History Course Options**

<b>Students choose 6 credit hours from this selection of 300- and 400-level art history courses</b>	
ART 322	History of Islamic Art and Architecture
ART 324	Contemporary Islamic Art and Architecture
ART 325	History of Design
ART 326	Representation: Exhibition, Display and Interpretation I
ART 327	Representation: Exhibition, Display and Interpretation II
ART 420	Communities, Curatorial Practices and Collections
ART 421	Material Culture of the U.A.E
ART 422	Contemporary Art Theory
ART 425	History of Graphic Design
ART 426	History of Interior Design
ART 427	History of Animation

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Emirati Studies**  
**(Joint with College of Communication and Media Sciences)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1			Semester 2			
			Credits			Credits	
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		
<b>Year 2</b>	COL 230	Islamic Civilization II	3	HSS 261	Introduction to Culture and Society	3	
	COL 240	English Composition III	3	ART 322	History of Islamic Art and Architecture	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 202	Archaeology: Knowledge and Methods (Menu IV)	3	
	COL 260	Environmental Science	3	COM 371	Tourism Principles	3	
	COL 270	Introduction to Information Technology	3	ARA 211	Masterpieces of Arabic Literature (Menu VI)	3	
	HSS 200	Social and Economic Trends in the Gulf (Menu III)	3	HSS 201	History of the United Arab Emirates	3	
	HSS 200AL	Arabic Lab (Menu VI)	1	HSS 200AL	Arabic Lab (Menu VI) [if not taken with HSS 200]	1	
	<b>Total</b>			<b>19/18</b>	<b>Total</b>		
<b>Year 3</b>	ART 326	Representation: Exhibition, Display, and Interpretation I	3	COM 372	Communicating Tourism: Destinations and Heritage (Menu VI)	3	
	COM 337	Interpersonal and Inter-cultural Communication	3	ART 324	Contemporary Islamic Art and Architecture	3	
	HSS 381	Legacy of Sheikh Zayed	3	HSS 383	Archaeology Field School (Term 1)	3	
	HSS 321	Heritage of the Gulf	3	HSS 385	Bedouin Society (Term 2)	3	
	HSS 382	Archaeology of the Emirates	3	HSS 391	Research Methods (Menu IV)	3	
	Menu V	Elective	3	HSS 391AL	Arabic Lab (Menu VI)	1	
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 4</b>	HSS 498	Capstone I (Term 1)	3	HSS 499	Capstone II (Menu VI)	3	
	ART 327	Representation: Exhibition, Display, and Interpretation II (Term I)	3	ART 421 or HSS 421	Material Culture of the U.A.E. or Policy Case Study I	3	
	COM 474	Special Topics in Tourism and Cultural Communications (Term 1)	3	HSS 384	Anthropology of Tourism and Heritage	3	
	HSS 490	Internship (Term 2)	6	ART 420	Communities, Curatorial Practices, and Collections	3	
				HSS 401	Political History of the U.A.E.	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		

**Total = 131 Credit Hours**

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Science in Multimedia Design**  
**(Joint with College of Communication and Media**  
**Sciences and College of Information Technology)**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

		Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3	
	COL 240	English Composition III	3	ART 251	Basic Design (Menu IV)	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 210	Media Storytelling I (Menu VI)	4	
	COL 270	Introduction to Information Technology	3	ARA 240	Media Storytelling in Arabic I (Menu VI)	3	
	ART 201	Principles of Design	3	CIT 210	Introduction to IT and Systems	3	
	COM 280	New Media (Menu IV)	3	CIT 225	Introduction to Programming and Problem Solving	3	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>19</b>
<b>Year 3</b>	ART 351	Graphic Design I	3	ART 376	Animation I	3	
	ART 357	Designing for the Web I	3	COM 321	Video and Audio Production	3	
	ART 375	3D Modeling	3	COM 382	Multimedia Production	3	
	COM 380	Web Design and Publishing	3	CIT 345	Multimedia Systems	3	
	CIT 255	Networks and Telecommunications	3	Menu III	ART history course or CIT 305 IT in Global and Local Cultures	3	
	CIT 375	Human Computer Interaction	3				
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 4</b>	ARA 340	Media Storytelling in Arabic II (Menu VI)	3	ART 490 or CIT 490 or COM 490	Internship	6	
	ART 377	Animation II	3	ART 499 or CIT 499 or COM 499	Capstone	3	
	CIT 376	Game Development	3	Elective	300- or 400- level elective in ART, CIT or COM	3	
	CIT 371	Mobile Computing	3				
	Menu V Elective	300- or 400- level elective other than ART, CIT, or COM	3				
<b>Total</b>			<b>15</b>	<b>Total</b>			<b>12</b>

**Total = 127 Credit Hours**

# ***Department of Humanities and Social Sciences***

## ***Introduction***

The Department of Humanities and Social Sciences offers an array of courses in the humanities and social sciences and also provides essential disciplinary resources to the Colloquy on Integrated Learning. Advanced courses in various disciplines support the majors in other colleges and departments. The department offers an interdisciplinary major in International Studies, with specializations in Culture and Society and International Affairs and a minor in Literature. It also cooperates with the College of Communication and Media Sciences in offering the degree in Emirati Studies. The department's disciplines are integrated for the study of the nature of culture and society, international affairs, the impacts of globalization, and issues of social and political development. The department includes the disciplines of anthropology, sociology, political science, international relations, comparative literature, and history.

## ***Mission***

The Department of Humanities and Social Sciences' mission is to provide an academic and professional focus from the humanities and the social sciences on issues that deal with local as well as global contexts. Specifically, the mission of the department is to

- provide the foundation courses in the core curriculum of the Colloquy on Integrated Learning;
- provide a major for students who are interested in understanding and analyzing and eventually leading the U.A.E. in its social, economic, and cultural development; and
- build partnerships with key organizations to support basic and applied research projects, policy development and meaningful internships, and other academic and career opportunities for students.

## ***Academic Program***

The major in International Studies relies on integrating knowledge from disciplines with research and analytical skills, social and cultural understanding, and practical experience. Graduates will demonstrate a high level of competence in academic written English. The combination of the knowledge of disciplinary fields with practical knowledge develops the foundation for careers in public and community service, diplomacy, the private

and public sector, and graduate studies in the humanities and the social sciences.

In fast-developing and changing societies such as the U.A.E., the people who understand the dynamic nature of the globalization of societies, their institutions, problems, and opportunities can most competently advance effective social, economic, and political developments.

The International Studies program in the College of Arts and Sciences leads to a Bachelor of Arts degree. It provides a rigorous education in the political, economic, and socio-cultural aspects of the complex interrelationships that exist within and among nations in a rapidly changing and increasingly interdependent world. It also prepares students to be effective, globally aware decision-makers in the opening years of the 21st century.

Building on a foundation of faculty strength across the major social science and humanities disciplines (anthropology, sociology, political science, international relations, comparative literature, and history), the International Studies program is further strengthened by faculty expertise in the major world regions of East Asia, South Asia, Southeast Asia, the Middle East, Europe, and the Americas. Through rigorous training in interdisciplinary research methods and knowledge of different world regions, this program provides global awareness and understanding of the transnational flows of people, ideas, technologies, information, and capital.

## ***Zayed University Learning Outcomes***

College coursework and out-of-class experiences provide opportunities for students to develop competency and document achievement in the Zayed University Learning Outcomes. Instructors assess student achievement in the ZU Learning Outcomes through the normal assessment process in each course. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assesses ZULO achievement levels and readiness for internship. Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course and through periodic assessments by instructors and advisors during the undergraduate program.

### **Major Learning Outcomes and Assessment Protocols**

- the political, social, cultural, and economic relationships within and among global communities;
- international diplomacy and the role of international organizations in the world today;
- the globalization of socio-economic inequalities, public health challenges, regional conflicts, environmental degradation, and other issues of global concern;
- development strategies in the region and the world;
- the role and place of the Gulf region in the international system; and
- the politics of gender, race/ethnicity, and class identities.

The International Studies graduates will have specific skills that include

- research and analytical methodologies;
- presentation skills;
- problem identification and analysis;
- the ability to integrate concepts and theory with reality;
- the ability to work effectively in international and multi-cultural environments within and outside the U.A.E.;
- the ability to learn what is happening around them and apply it to their own lives; and
- the ability to work effectively in both English and Arabic languages.

### **Assessment Protocols**

Assessment of student work in the major focuses on written papers and reports, case studies, research studies, course examinations, and the final capstone project.

### **The International Studies Curriculum**

The International Studies program is interdisciplinary in design and draws upon courses in relevant academic fields. The curriculum is designed to offer students a variety of specialized courses in two specializations: Culture and Society and International Affairs.

Both specializations build on a common foundation of courses in semesters three, four, and six, have specialized offerings in the third year, and include a research-intensive capstone project in the final two semesters.

The specialization in Culture and Society offers students an interdisciplinary approach grounded in the humanities and social sciences for an integrated understanding of the relationship between cultural production, social institutions, and knowledge across time. Students in this specialization will be prepared for careers in cultural institutions, research centers, and social services in the private and public sectors, as well as for admission to graduate studies in the humanities and social sciences.

The specialization in International Affairs focuses on history, state relations, international and global institutions, and contemporary political issues. Students in this specialization are prepared to work in government agencies dealing with international affairs and in international institutions operating in the U.A.E. and are prepared as well as for graduate studies in political science, international relations, peace and conflict studies, and other related fields.

### **Common required courses**

The foundational courses of the curriculum include Comparative Intellectual Traditions, which provides the intellectual context for upper division courses focusing on cultural and political traditions around the world, and World History, which delves into the historical context that gave rise to different intellectual traditions and their cultural, political, and social dynamics.

In semester four students choose either Social and Economic Trends in the Gulf, which provides students the background required to understand the interconnection between social, political, and economic forces in the Gulf region, or History of the U.A.E., which focuses on the history of the seven emirates with particular attention to the challenges and opportunities that emerged with the formation of the union in 1971.

In semester four students also take Introduction to International Relations and Introduction to Culture and Society. After taking these two courses and consulting with their academic advisors, students decide which specialization to follow.

The courses in semesters five are also common to both specializations and are meant as developmental courses: Comparative Sociology, The Politics of Identity, and area studies courses such as World Regions and Comparative Political Systems.



**Specialized courses (semesters five and six)**

Students specializing in International Affairs are required to take at least one course from a menu of courses in law and diplomacy and one course from a menu in political economy. Law and diplomacy offerings include International Law and World Politics, Foreign Relations of the United States, and International Relations in the Gulf Region. Courses in political economy include State Society and the Economy, Development and Underdevelopment, and The Politics of Oil. Students may also take other courses listed on the menus as electives within the specialization.

Students following the Culture and Society specialization should take courses in Popular Cultures of the World or World Cinemas. Both these courses have a menu of six world regions (Middle East, East Asia, Africa, Europe, Americas, and South and South East Asia) and will be offered on a rotating basis or according to faculty expertise and research interests. In addition to the one requirement in semester six, any of the other courses can be taken later on as elective courses.

Students from both concentrations are required to take at least one Special Topics course in semester six. Apart from being courses that allow multidisciplinary faculty to teach a course directly related to their areas of specialization or research, special topics courses will provide students the opportunity to explore different areas of scholarship within the humanities and social sciences.

**Optional Outside Area of Emphasis**

In the International Studies program students may choose to include an outside area of emphasis in their program: it must consist of at least 18 credit hours in another field of study. The areas of emphasis include Business, Art and Design, and Communication.

**Internship**

The internship experience provides an opportunity to apply coursework knowledge to particular professional settings. Examples of recent internship assignments include the American Embassy, the Australian Consulate, the Human Rights Office of the Dubai Police Department, the Dubai School of Government, the Ministry of Foreign Affairs, Emirates Airlines, Federal National Council, Department of Justice, and the Authority of Social Care and Minors' Affairs. Internships in the business sector also are provided.

**Capstone Course**

The research-intensive capstone seminars are structured to benefit from the multidisciplinary composition of the faculty and the interdisciplinary nature of the concentrations and designed to enhance faculty-student collaboration.

The capstone project, which is designed by the student with the assistance of an advisor, provides an opportunity to integrate all of a student's learning experiences, including the student's research studies and the internship. Through reflective analysis, the student completes a project demonstrating the Major Learning Outcomes and addressing at least three ZU Learning Outcomes. In developing the capstone project, the student and the advisor also design an assessment plan appropriate to the project. For students in the International Studies program, the capstone experience consists of two courses, capstone I and capstone II, that allow for the development of a significant project across two semesters.

**Graduation Requirements**

Students must complete at least 122 semester credit hours and attain the standards specified on page 42.

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in International Studies**  
**Specialization in Culture and Society**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	ART 251 or MTH 281 or CIT 210 or COM 280	Basic Design or Probability and Statistics or Introduction to IT and Systems or New Media (All Menu IV)	3
	COL 240	English Composition III	3	HSS 200 or HSS 201	Social and Economic Trends in the Gulf or History of the U.A.E. (All Menu III)	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 200AL	Arabic Lab I (Menu VI)	1
	COL 260	Environmental Science	3	HSS 261	Introduction to Culture and Society	3
	HSS 251 or HSS 252	World History or Comparative Intellectual Traditions	3	HSS 251 or HSS 252	World History or Comparative Intellectual Traditions	3
	COL 270	Introduction to Information Technology	3	HSS 323	Introduction to International Relations	3
		<b>Total</b>		<b>18</b>	<b>Total</b>	
<b>Year 3</b>	Menu V	Non-HSS elective	3	Elective	Elective for minor or within program	3
	HSS 374	Comparative Sociology	3	HSS 397	Special Topics	3
	HSS 353	Politics of Identity	3	HSS 361 or HSS 362	World Cinemas or Popular Cultures	3
	Elective	Elective*	3	Elective	Elective for minor or outside HSS*	3
	HSS 458	World Regions: Societies and Cultures	3	Elective	Elective for minor or within program	3
		<b>Total</b>		<b>15</b>	<b>Total</b>	
<b>Year 4</b>	HSS 391	Research Methods (Term 1)	3	HSS 499	Capstone II	3
	HSS 391 AL	Arabic Lab (Term 1) (Menu VI)	1	HSS 458	World Regions: Societies and Cultures 2	3
	HSS 498	Capstone I (Term 1)	3	Elective	Elective for minor or outside HSS*	3
	HSS 490	Internship (Term 2)	6	Elective	Elective*	3
				Elective	Elective*	3
	<b>Total</b>		<b>13</b>	<b>Total</b>		<b>15</b>

**Total = 122 Credit Hours**

\* If outside HSS, selected from an approved list and in consultation with advisor.

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in International Studies**  
**Specialization in International Affairs**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 2</b>	COL 230	Islamic Civilization II	3	ART 251 or MTH 281 or CIT 210 or COM280	Basic Design or Probability and Statistics or Introduction to IT and Systems or New Media (All Menu IV)	3
	COL 240	English Composition III	3	HSS 200 or HSS 201	Social and Economic Trends in the Gulf or History of the U.A.E. (All Menu III)	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 200AL	Arabic Lab I (Menu VI)	1
	COL 260	Environmental Science	3	HSS 261	Introduction to Culture and Society	3
	HSS 251 or HSS 252	World History or Comparative Intellectual Traditions	3	HSS 251 or HSS 252	World History or Comparative Intellectual Traditions	3
	COL 270	Introduction to Information Technology	3	HSS 323	Introduction to International Relations	3
	<b>Total</b>		<b>18</b>		<b>Total</b>	
<b>Year 3</b>	Menu V	Non-HSS elective	3	Elective	Elective for minor or within program	3
	HSS 374	Comparative Sociology	3	HSS 397	Special Topics	3
	HSS 353	The Politics of Identity	3	HSS 330 or HSS 332 or HSS 333	International Law and World Politics or International Relations in the Gulf or Foreign Relations of the United States	3
	Elective	Elective*	3	HSS 341 or HSS 352 or HSS 334 or ECN 202	Development and Underdevelopment or The State, Society and the Economy or The Politics of Oil or Understanding Macroeconomics (2 credits)	3
	HSS 325	Comparative Political Systems	3	Elective	Elective for minor or outside HSS*	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 4</b>	HSS 391	Research Methods (Term 1)	3	HSS 499	Capstone II	3
	HSS 391 AL	Arabic Lab II (Term 1) (Menu VI)	1	HSS 458	World Regions: Societies and Cultures	3
	HSS 498	Capstone I (Term 1)	3	Elective	Elective for minor or outside HSS*	3
	HSS 490	Internship (Term 2)	6	Elective	Elective*	3
				Elective	Elective*	3
<b>Total</b>		<b>13</b>		<b>Total</b>		<b>15</b>

**Total = 122 Credit Hours**

\* If outside HSS, selected from an approved list and in consultation with advisor.

## Electives for International Affairs

Dept	#	Title	Credit
COM	200	Communication, Media, and Society	3
COM	230	Public Speaking and Persuasion	3
ECN	202	Understanding Macroeconomics	3
MTH	281	Probability and Statistics I	3
BUS	309	Introduction to Management	3
HSC	468	Health and Social Policy	3
COM	504	Cross Cultural Communication Application	3

## Electives for Culture and Society

Dept	#	Title	Credit
COM	200	Communication, Media, and Society	3
COM	230	Public Speaking and Persuasion	3
ARA	211	Masterpieces of Arabic Literature	3
ARA	222	Muslim Travelogue Literature	3
BUS	309	Introduction to Management	3
ART	322	History of Islamic Art and Architecture	3
HSS	321	Heritage of the Gulf	3
COM	371	Tourism Principles	3
COM	504	Cross Cultural Communication Application	3

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Arts in Emirati Studies**  
**(Joint with College of Communication and Media Sciences)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>	<b>Total</b>	
<b>Year 2</b>	COL 230	Islamic Civilization II	3	HSS 261	Introduction to Culture and Society	3
	COL 240	English Composition III	3	ART 322	History of Islamic Art and Architecture	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 202	Archaeology: Knowledge and Methods (Menu IV)	3
	COL 260	Environmental Science	3	COM 371	Tourism Principles	3
	COL 270	Introduction to Information Technology	3	ARA 211	Masterpieces of Arabic Literature (Menu VI)	3
	HSS 200	Social and Economic Trends in the Gulf (Menu III)	3	HSS 201	History of the United Arab Emirates	3
	HSS 200AL	Arabic Lab (Menu VI)	1	HSS 200AL	Arabic Lab (Menu VI) [if not taken with HSS 200]	1
		<b>Total</b>	<b>19/18</b>	<b>Total</b>		<b>18/19</b>
<b>Year 3</b>	ART 326	Representation: Exhibition, Display, and Interpretation I	3	COM 372	Communicating Tourism: Destinations and Heritage (Menu VI)	3
	COM 337	Interpersonal and Intercultural Communication	3	ART 324	Contemporary Islamic Art and Architecture	3
	HSS 381	Legacy of Sheikh Zayed	3	HSS 383	Archaeology Field School (Term 1)	3
	HSS 321	Heritage of the Gulf	3	HSS 385	Bedouin Society (Term 2)	3
	HSS 382	Archaeology of the Emirates	3	HSS 391	Research Methods (Menu IV)	3
	Menu V	Elective	3	HSS 391AL	Arabic Lab (Menu VI)	1
		<b>Total</b>	<b>18</b>	<b>Total</b>		<b>16</b>
<b>Year 4</b>	HSS 498	Capstone I (Term 1)	3	HSS 499	Capstone II (Menu VI)	3
	ART 327	Representation: Exhibition, Display, and Interpretation II (Term I)	3	ART 421 or HSS 421	Material Culture of the U.A.E. or Policy Case Study I	3
	COM 474	Special Topics in Tourism and Cultural Communications (Term 1)	3	HSS 384	Anthropology of Tourism and Heritage	3
	HSS 490	Internship (Term 2)	6	ART 420	Communities, Curatorial Practices, and Collections	3
				HSS 401	Political History of the U.A.E.	3
		<b>Total</b>	<b>15</b>	<b>Total</b>		<b>15</b>

**Total = 131 Credit Hours**

# ***Department of Natural Science and Public Health***

## ***Introduction***

The Department of Natural Science and Public Health offers a wide range of courses to meet the needs of the Health Sciences major. Many courses are also available for students pursuing other majors, notably in the College of Education. The faculty supports courses in the Colloquy on Integrated Learning. A growing research and outreach program is designed to focus on national needs in the U.A.E., and faculty from Natural Science and Public Health contribute to the Executive Masters in Health Care Administration.

## ***Mission***

Health and well being is a central aim for most societies, along with the desire to sustain living and working environments that are safe and healthy. The mission of the Health Sciences program is to provide a high quality learning experience to nurture effective health professionals and to create opportunities for research and development that support national goals in health.

## ***Academic Program***

The Health Sciences major prepares graduates for careers in the rapidly developing U.A.E. health sector and related areas. Graduates from the program have a strong scientific background combined with an excellent understanding of social and cultural factors impacting on health. They are able to assume managerial and leadership roles in improving the health of U.A.E. citizens. In addition, they have a good understanding of important global health issues.

## ***Zayed University Learning Outcomes***

College coursework and out-of-class experiences provide opportunities for students to develop competency and to document achievement in the Zayed University Learning Outcomes (ZULOs). Student achievement in the ZU Learning Outcomes is assessed by instructors through the normal course assessment program. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assesses ZULO achievement levels and readiness for internship.

Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course and through periodic assessments by instructors and advisors during the undergraduate program.

## ***Major Learning Outcomes***

Graduates from the Health Sciences Program will be able to:

- Communicate effectively professional advice and information relating to health issues, products, policies, and plans in different social, cultural, and organizational contexts.
- Use both critical and quantitative processes to solve health problems and community issues as well as to develop informed opinions relating to local, national, regional, and global health concerns.
- Locate, appraise, and employ both relevant and current information using contemporary information technology to respond to a variety of health needs.
- Understand and value their own and other cultures' health behaviors, perceiving and reacting to health differences from an informed and socially responsible point of view.
- Undertake leadership roles and responsibilities commensurate with their health specialization, interacting effectively with other professionals to accomplish shared health goals.

## ***Assessment Protocols***

Assessment will be conducted through a combination of written papers, practical projects, case studies, examinations, and the capstone project. Assignments will endeavor to improve language and communication skills, demonstrate teamwork, and enhance critical thinking. Each student will be expected to play a leadership role in promoting health and well being within the University.

## ***Health Sciences Curriculum***

The Health Sciences curriculum explores health, illness, and the environment from a wide range of perspectives. It combines biological and other sciences, social sciences, environmental analysis, and other disciplines to prepare public health and nutrition

professionals who will be able to provide leadership and effective management. All majors in Health Sciences complete a common core of courses in science, health promotion and education, epidemiology, research methods, internship, and capstone.

### ***Specializations***

#### **Environmental Health**

Students in the Environmental Health specialization have an interest in applied science and environmental management. Careers involve gathering and interpreting information, as well as regulation and inspection in schools, hotels, restaurants, hospitals, industries, and a variety of other locations, with the aim of creating and sustaining a healthy environment for all.

#### **Health Education and Health Promotion**

The focus of this specialization is the health status of individuals and communities and the wide variety of policies and activities that are designed to create awareness of health issues, prevent illness, and improve health status. Knowledge and skills are developed that enable graduates to work effectively with decision makers, professionals and others in the community to analyze health issues and problems in different settings and create and manage programs to enhance health and well-being.

#### **Nutrition**

Students selecting the Nutrition specialization develop skills and knowledge in areas such as nutritional needs across the lifespan, the role of nutrition in disease prevention and health

promotion, therapeutic diets, and food safety. Career opportunities exist in a wide range of settings, including local hospitals, government ministries, clinics, schools, and private sector organizations.

### ***Internship***

The internship provides professional experience for Health Sciences students in a challenging but supportive working environment of their choice. It enables students to enhance their interpersonal skills, increase self-confidence, and apply knowledge and skills gained at Zayed University. The internship offers students an opportunity to assess the suitability of a particular career or organization.

### ***Capstone Course***

The capstone course combines coursework in the major and the internship. Students develop a senior creative or research project that showcases proficiency in the Health Sciences Major Learning Outcomes and the ZU Learning Outcomes. Furthermore, each student demonstrates the ability to integrate and synthesize what has been learned in classes with the work experience. Students are assessed by a faculty evaluation of presentations and written assignments.

### ***Graduation Requirements***

Students must complete at least the number of credit hours shown on the eight-semester plan for their specialization and attain the standards specified on page 43.

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Science in Health Sciences**  
**Specialization in Environmental Health**  
**Eight-Semester Curriculum Plan (Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 2</b>	COL 230	Islamic Civilization II	3	PSY 212	Psychology in Everyday Life (Menu III)	3
	COL 240	English Composition III	3	BIO 101 and BIO 101L	Biological Concepts I (Menu IV)	4
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSC 350	Health Promotion and Health Education	3
	COL 260	Environmental Science	3	HSC 350AL	Arabic Lab II	1
	MTH 281 or HSC 366	Probability and Statistics I or Introduction to Epidemiology	3	CHE 101 and CHE101L	General Chemistry I (Menu IV)	4
	COL 270	Introduction to Information Technology	3	HSC 366 or MTH 281	Introduction to Epidemiology or Probability and Statistics I	3
	<b>Total</b>		<b>18</b>		<b>Total</b>	
<b>Year 3</b>	BIO 102 and BIO 102L	Biological Concepts II	4	BIO 321 and BIO 321L	Human Physiology	4
	CHE 331 and CHE331L	Biochemistry	4	HSC 323	Food Sanitation and Hygiene	3
	Menu V	Elective: Outside of Major	3	BIO 372 and BIO 372L	Microbiology	4
	HSC 331 and HSC 331L	Physics in Health Sciences	4	HSC 468	Health and Social Policy (Menu VI)	3
	HSC 367	Patterns of Health, Disease and Injury	3	BUS 309	Introduction to Management (or equivalent)	3
	<b>Total</b>		<b>18</b>		<b>Total</b>	
<b>Year 4</b>	HSC 466	Research Methods in Health Sciences	3	HSC 480	Professional Practices in Health Sciences	3
	HSC 470	Water and Solid Waste Management	3	HSC 480AL	Professional Practices in Health Sciences Arabic Lab	1
	HSC 471	Monitoring and Risk Assessment	3	HSC 490	Internship	6
	HSC 475	Quantitative Exposure Assessment for the Health Sciences (or equivalent)	3	HSC 499	Capstone	3
	HSC 477	Case Studies in Environmental Hazards	3			
	<b>Total</b>		<b>15</b>		<b>Total</b>	

**Total = 129 Credit Hours**



**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Science in Health Sciences**  
**Specialization in Health Education and Health Promotion**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits	
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		
<b>Year 2</b>	COL 230	Islamic Civilization II	3	PSY 212	Psychology in Everyday Life (Menu III)	3	
	COL 240	English Composition III	3	BIO 101 and BIO 101L	Biological Concepts I	4	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	BIO 102 and BIO 102L	Biological Concepts II (Menu IV)	4	
	COL 260	Environmental Science	3	CHE 101 and CHE 101L	General Chemistry I (Menu IV)	4	
	MTH 281 or HSC 366	Probability and Statistics I or Introduction. to Epidemiology	3	MTH 281 or HSC 366	Probability and Statistics I or Introduction. to Epidemiology	3	
	COL 270	Introduction to Information Technology	3				
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>
<b>Year 3</b>	Menu V	Elective: Outside of Major	3	HSC 375	Health and Behavior	3	
	CHE 331 and CHE 331L	Biochemistry	4	BIO 372 and BIO 372L	Microbiology	4	
	BUS 309	Introduction to Management (or equivalent)	3	HSC 350	Health Promotion and Health Education	3	
	HSC 331 and HSC 331L	Physics in Health Sciences	4	HSC 350 AL	Arabic Lab II (Menu VI)	1	
	HSC 367	Patterns of Health, Disease and Injury	3	BIO 321 and BIO 321L	Human Physiology	4	
	<b>Total</b>			<b>17</b>	<b>Total</b>		
<b>Year 4</b>	HSC 403	Practicum in Health Sciences (or Major Elective)	3	HSC 480	Professional Practices in Health Sciences	3	
	HSC 450	Planning and Evaluation in Health Promotion and Health Education	3	HSC 480AL	Professional Practices in Health Sciences Arabic Lab	1	
	HSC 466	Research Methods in Health Sciences	3	HSC 490	Internship	6	
	HSC 468	Health and Social Policy (Menu VI)	3	HSC 499	Capstone	3	
	HSC 469	Settings for Health Education and Promotion	3				
	HSC 323	Food Sanitation and Hygiene	3				
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>13</b>

**Total = 129 Credit Hours**

**Zayed University**  
**College of Arts and Sciences**  
**Bachelor of Science in Health Sciences**  
**Specialization in Nutrition**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	PSY 212	Psychology in Everyday Life (Menu III)	3
	COL 240	English Composition III	3	BIO 101 and BIO 101L	Biological Concepts I (Menu IV)	4
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CHE 101 and CHE 101L	General Chemistry I (Menu IV)	4
	COL 260	Environmental Science	3	HSC 205	Principles of Nutrition	3
	MTH 281 or HSC 366	Probability and Statistics I or Introduction. to Epidemiology	3	MTH 281 or HSC 366	Probability and Statistics I or Introduction. to Epidemiology	3
	COL 270	Introduction to Information Technology	3			
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>17</b>
<b>Year 3</b>	BIO 321 and BIO 321L	Human Physiology	4	BIO 372 and BIO 372L	Microbiology	4
	CHE 331 and CHE 331L	Biochemistry	4	HSC 350	Health Promotion and Health Education	3
	HSC 307	Nutrition Across the Lifespan	3	HSC 350AL	Arabic Lab II (Menu VI)	1
	HSC 323	Food Sanitation and Hygiene	3	HSC 318	Food Science	3
	HSC 328	Diet Planning and Assessment	3	HSC 412	Advanced Human Nutrition	3
				HSC 402	Diet and Disease	3
	<b>Total</b>		<b>17</b>	<b>Total</b>		<b>17</b>
<b>Year 4</b>	BUS 309	Introduction to Management (or equivalent)	3	HSC 480	Professional Practices in Health Sciences	3
	HSC 422	Nutrition Education and Wellness Counseling	3	HSC 480AL	Professional Practices in Health Sciences Arabic Lab	1
	HSC 440	Clinical Nutrition	3	HSC 490	Internship	6
	HSC 466	Research Methods in Health Science	3	HSC 499	Capstone	3
	HSC 468	Health and Social Policy (Menu VI)	3			
	Menu V	Elective: Outside of Major	3			
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>13</b>

**Total = 130 Credit Hours**

# College of Business Sciences

## Degrees

### *Bachelor of Science (B.S.)*

#### Major

Business Sciences

#### Specializations

Accounting

Finance

Human Resource Management

Marketing

### *Bachelor of Science (B.S.)*

#### Major

Information Systems and Technology

Management (joint with College of

Information Technology)

### *Executive Masters in Business*

#### *Administration (EMBA)*

### *Master of Science (M.S.) in Finance*

### *Master of Science (M.S.) in Innovation and Entrepreneurship*

### *Master of Science (M.S.) in International Business*

## Certificate

Graduate Certificate in Business

Administration

## Faculty Listings

**Dean:** John Seybolt

**Associate Dean:** Emil Thies

**Professors:** Douglass Cagwin, Farzad Farsio, Nicholas Forster, Valerie Goby, Lawrence Tai

**Associate Professors:** Yoosuf Cader, Amal El Sawad, Osama El-Temtamy, Shokoofeh Fazel, Wendy James, Cecilia Lambert, Christopher Lambert (Director, College of Business Sciences Graduate Programs), Daniel Lockhart (Campus Coordinator), Richard Mapstone (Campus Coordinator), Ian Michael, Batoul Modarress, Catherine Nickerson, John Zimmerman

**Assistant Professors:** Tariq Bhatti, Carol Briam, Scott Campbell, Thomas Clausen, Shereef Ellaboudy, John Incardona, Perihan Iren, Scott Martin, Brent McCallum, Declan McCrohan, Laura Matherly, Marc Poulin, Winifred Scott, Qingxia Tong, Eric Van Genderen, Constance Van Horne

**Instructors:** Francois Bester, Catherine Budd, Marc Cohen, Murat Erogul, Taiba Hussain, Kathy Lockhart, Marsha Ludwig, Kate O'Neill, Tim Rogmans, Estelle Toomey

### *Introduction*

Today's business world is one of excitement. It offers students a challenging professional future. New developments in technology and innovation in management techniques are constantly creating new opportunities.

### *Mission*

The mission of the College of Business Sciences is to:

- empower students with the academic, professional, and leadership competencies necessary to achieve success in a globally competitive business environment; and
- support the economic development of the United Arab Emirates.

### *Academic Program*

The College of Business Sciences prepares students for the many challenging opportunities present in the business world of the 21st century. The focus of the college's educational programs is excellent teaching in a caring, supportive environment that produces educated graduates who possess business skills that will enable them to contribute to their families, their communities, and their nation.

### *Zayed University Learning Outcomes*

College coursework and out-of-class experiences provide opportunities for students to develop competency and document achievement in the Zayed University Learning Outcomes (ZULOs). Student achievement in the ZU Learning Outcomes is assessed through the normal assessment process in each course by instructors. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assess ZULO achievement levels and readiness for internship.

Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course, and through periodic assessments by instructors and advisors during the undergraduate program.

## **Major Learning Outcomes**

Faculty have identified five Major Learning Outcomes (MALOs) for all students in the College of Business Sciences. All graduates will have demonstrated the ability to:

- compete successfully in a global business environment;
- use business information systems appropriately;
- think critically, solve problems, and be creative;
- communicate effectively in the business environment; and
- use interpersonal skills in a business environment.

Those five MALOs, though focused within the business environment, reflect the ZULOs. Thus, as a college learning outcome is assessed, the comparable University learning outcome is also being assessed.

## **Assessment Protocols**

Each of the five college learning outcomes is embedded in one or more of the courses offered in the College of Business Sciences curriculum. Students demonstrate learning outcomes and their respective indicators through a combination of regular course assignments and activities as well as activities and projects that are part of the Senior Seminar course (capstone project) and their Internship experience. Student capstone projects require a reflective essay that details the use of at least three of the Major Learning Outcomes. This reflection is a self-assessment of their achievements in the learning outcomes as demonstrated by their capstone project. Student Internships include weekly reports and a final report that allows the students to assess and reflect on their experiences.

## **Relationship of Major Learning Outcomes with ZU Learning Outcomes**

The Zayed University Academic Program Model was developed to support student achievement of the University's goals and to enhance the ability of faculty to give students guidance in the learning process. This focus on outcomes facilitates coordination of students' learning experiences and promotes alignment of university priorities with learning goals. The Academic Program Model is based on sets of outcomes both within and outside the major that will support students' lifelong learning and continued success as business professionals.

The Major Learning Outcomes of the College of Business Sciences complement the Zayed University Learning Outcomes by:

- providing a business context for the application of the ZULOs;
- setting an additional standard related to professional expectations of ZU students; and
- combining interrelated MALOs and ZULOs to produce more in-depth learning.

## **Admission Criteria**

The college requires that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of "C-" or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and
- achievement of passing grades ("D" or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL 260, and COL 270.

COL 260 and COL 270 may be scheduled for semester three, four, or five.

## **Business Sciences Curriculum**

One goal of the College of Business Sciences is to obtain accreditation for its academic program from The Association to Advance Collegiate Schools of Business (AACSB). For that reason, its curriculum, when fully implemented, will:

- provide an understanding of
  - a) perspectives that form the context for business,
  - b) ethical and global issues, and
  - c) the influences of political, social, legal, regulatory, environmental, and technological issues on organizations;
- include foundational knowledge for business in accounting, behavioral sciences, economics, mathematics, and statistics; and
- include written and oral communication as an important characteristic.

Students spend much of their first two years completing general education courses. They also complete several Business Sciences courses, as pre-majors, that introduce them to the basic concepts and skills they will use in their advanced level courses.

Upon admission to the College of Business Sciences, all students complete the following college core curriculum:

BUS 200	Legal and Ethical Environment of Business
BUS 202	Financial Accounting**
BUS 203	Managerial Accounting**
ECN 201	Foundations of Microeconomics**
ECN 202	Understanding Macroeconomics**
BUS 207	Business Communications*
BUS 207AL	Arabic Lab*
BUS 209	Management Decision Sciences
BUS 217	Business Writing Lab I
BUS 241	Introduction to IT and Business Computing
BUS 300	Operations Management
BUS 308	Introduction to Finance
BUS 309	Introduction to Management
BUS 310	Introduction to Marketing
BUS 401	Business Leadership
BUS 402	Strategic Management
BUS 407	Language in the Workplace*
BUS 407AL	Arabic Lab II*
BUS 417	Essentials of Research Writing for Business
BUS 490	Internship
BUS 499	Senior Seminar

\* Colloquy Core Curriculum courses

\*\* Must earn a "C-" grade or better

### **Specializations**

Students will complete 4 or 5 courses at the 300- and 400-level in one of the following areas of specialization:

- Accounting
- Finance
- Human Resource Management
- Marketing

### **Accounting**

Students who choose Accounting will take the following specialization courses:

- Intermediate Accounting I
- Intermediate Accounting II
- Accounting Information Systems
- Auditing

Accounting graduates will be well suited to hold positions in public accounting firms, in accounting departments of private sector business and banks, and in public sector ministries and departments.

### **Finance**

Students who choose Finance will take four specialization courses:

- Corporate Finance
- Financial Markets
- Investments
- Commercial Banking

Finance graduates will be well suited for employment in commercial and consumer banking, including positions with significant customer contact as well as behind-the-scenes operational positions.

### **Human Resource Management**

Students who choose Human Resource Management will take the following specialization courses:

- Management of People in Organizations
- Compensation and Performance
- HR Development and Performance
- Comparative HR Management
- Conflict Management

Graduates will be well suited for positions in the human resource, personnel, or training departments of business, ministries, and government departments and non-governmental agencies.

### **Marketing**

Students who choose Marketing will take the following specialization courses:

- E-Marketing and Commerce
- Promotions Management
- International Marketing
- Consumer Behavior

Marketing graduates will be well suited for positions in the marketing and promotion departments of business, ministries, and government departments, and non-government agencies and associations such as chambers of commerce. They also may choose positions with advertising and public relations firms.

### **Joint Curriculum with College of Information Technology**

The Colleges of Business Sciences and Information Technology jointly offer the B.S. degree in Information Systems and Technology Management. The emphasis is on the knowledge and skills needed to manage and apply IT to the computing requirements of enterprises. The program consists of courses in Business and courses in Information Technology.

The Information Systems and Technology Management major prepares students for positions such as system developers and business IT consultants. The U.A.E. has a strong need for professionals in these fields in both the government and private sectors.

### ***Internship***

Business Sciences internships add a significant real-world component to a student's education. Internships provide the opportunity to earn academic credit while gaining valuable work experience under the mentorship of a business professional. Students will be assessed by an evaluation of the student internship experience, including a written internship report that contains student, supervisor and faculty sections.

### ***Capstone Course***

All College of Business Sciences students will participate in a "capstone" experience by taking BUS 499 Senior Seminar. This course will integrate concepts learned in prior courses and provide a teamwork experience, including "boardroom" presentations, while completing a major business project or participating in a complex business simulation. Students will be assessed by a faculty evaluation of classroom presentations and written assignments.

### ***Graduation Requirements***

The graduation requirements for the College of Business Sciences include the completion of the eight-semester curriculum plan with a minimum GPA of 2.00, including the internship (BUS 490) and the capstone project (BUS 499), as well as achievement of the Major Learning Outcomes.

To receive the B.S. degree in Business Sciences, graduates complete at least 128 semester credit hours. Proficiency in English, Arabic and the competencies developed in the Zayed University Learning Outcomes are required.

### ***Graduate Programs***

For information on graduate programs offered by the College of Business Sciences, see pages 130-135.

### ***Outreach and Engagement***

The College of Business Sciences participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

**Zayed University**  
**College of Business Sciences**  
**Bachelor of Science in Business Sciences**  
**Specialization in Accounting**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	ECN 202	Understanding Macroeconomics (Menu III)	2
	COL 240	English Composition III	3	BUS 200	The Legal and Ethical Environment of Business	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	BUS 203	Managerial Accounting	4
	BUS 202	Financial Accounting	4	BUS 207	Business Communications	3
	ECN 201	Foundations of Microeconomics (Menu III)	2	BUS 207AL	Arabic Lab I	1
	COL 270	Introduction to Information Technology	3	COL 260	Environmental Science	3
	<b>Total</b>		<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	BUS 209	Management Decision Sciences (Menu IV)	3	BUS 300	Operations Management	3
	BUS 217	Business Writing Lab I	1	BUS 311	Intermediate Accounting I	3
	BUS 241	Introduction to IT and Business Computing	3	BUS 413	Accounting Information Systems	3
	BUS 308	Introduction to Finance	3	BUS 407	Language in the Workplace (Menu VI)	3
	BUS 309	Introduction to Management	3	BUS 407 AL	Arabic Lab II (Menu VI)	1
	BUS 310	Introduction to Marketing	3	Elective	Business Elective	3
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	BUS 312	Intermediate Accounting II	3	BUS 490	Internship	7
	BUS 401	Business Leadership	3	BUS 402	Strategic Management	4
	BUS 416	Auditing	3	BUS 499	Senior Seminar	4
	BUS 417	Essentials for Research Writing for Business	2			
	Elective	Business Elective	3			
	Menu V	Elective: Outside of Business	3			
	<b>Total</b>		<b>17</b>		<b>Total</b>	<b>15</b>

**Total = 128 Credit Hours**

**Zayed University**  
**College of Business Sciences**  
**Bachelor of Science in Business Sciences**  
**Specialization in Finance**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 2</b>	BUS 202	Financial Accounting	4	ECN 202	Understanding Macroeconomics (Menu III)	2
	COL 230	Islamic Civilization II	3	BUS 200	The Legal and Ethical Environment of Business	3
	COL 240	English Composition III	3	BUS 203	Managerial Accounting	4
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	BUS 207	Business Communications	3
	ECN 201	Foundations of Microeconomics (Menu III)	2	BUS 207AL	Arabic Lab I	1
	COL 270	Introduction to Information Technology	3	COL 260	Environmental Science	3
<b>Total</b>		<b>18</b>		<b>Total</b>		<b>16</b>
<b>Year 3</b>	BUS 209	Management Decision Sciences (Menu IV)	3	BUS 407	Language in the Workplace (Menu VI)	3
	BUS 217	Business Writing Lab I	1	BUS 407 AL	Arabic Lab II (Menu VI)	1
	BUS 241	Introduction to IT and Business Computing	3	BUS 420	Corporate Finance	3
	BUS 308	Introduction to Finance	3	BUS 422	Financial Markets	3
	BUS 309	Introduction to Management	3	BUS 300	Operations Management	3
	BUS 310	Introduction to Marketing	3	Elective	Business Elective	3
<b>Total</b>		<b>16</b>		<b>Total</b>		<b>16</b>
<b>Year 4</b>	BUS 401	Business Leadership	3	BUS 490	Internship	7
	BUS 417	Essentials of Research Writing for Business	2	BUS 402	Strategic Management	4
	BUS 424	Investments	3	BUS 499	Senior Seminar	4
	BUS 425	Commercial Banking	3			
	Elective	Business Elective	3			
	Menu V	Elective: Outside of BUS	3			
<b>Total</b>		<b>17</b>		<b>Total</b>		<b>15</b>

**Total = 128 Credit Hours**



**Zayed University**  
**College of Business Sciences**  
**Bachelor of Science in Business Sciences**  
**Specialization in Human Resource Management**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1			Semester 2		
			Credits			Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	BUS 202	Financial Accounting	4	BUS 207	Business Communications	3
	COL 230	Islamic Civilization II	3	BUS 207AL	Arabic Lab I	1
	COL 240	English Composition III	3	BUS 309	Introduction to Management	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	BUS 203	Managerial Accounting	4
	ECN 201	Foundations of Microeconomics (Menu III)	2	COL 260	Environmental Science	3
	COL 270	Introduction to Information Technology	3	ECN 202	Understanding Macroeconomics (Menu III)	2
		<b>Total</b>		<b>18</b>		<b>Total</b>
<b>Year 3</b>	BUS 200	The Legal and Ethical Environment of Business	3	BUS 300	Operations Management	3
	BUS 209	Management Decision Sciences (Menu IV)	3	BUS 308	Introduction to Finance	3
	BUS 217	Business Writing Lab I	1	BUS 407	Language in the Workplace (Menu VI)	3
	BUS 241	Introduction to IT and Business Computing	3	BUS 407AL	Arabic Lab II (Menu VI)	1
	BUS 301	Management of People in Organizations	3	BUS450	Compensation and Performance	3
	BUS 310	Introduction to Marketing	3	BUS 452	HR Development and Performance	3
		<b>Total</b>		<b>16</b>		<b>Total</b>
<b>Year 4</b>	BUS 401	Business Leadership	3	BUS 490	Internship	7
	BUS 417	Essentials of Research Writing for Business	2	BUS 402	Strategic Management	4
	BUS 455	Comparative HR Management	3	BUS 499	Senior Seminar	4
	BUS 456	Management of Employee Relations	3			
	Menu V	Elective: Outside of BUS	3			
	Elective	Business Elective	3			
		<b>Total</b>		<b>17</b>		<b>Total</b>

**Total = 128 Credit Hours**

**Zayed University**  
**College of Business Sciences**  
**Bachelor of Science in Business Sciences**  
**Specialization in Marketing**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>			<b>15</b>	<b>Total</b>	
<b>Year 2</b>	BUS 202	Financial Accounting	4	BUS 200	The Legal and Ethical Environment of Business	3
	COL 230	Islamic Civilization II	3	BUS 207	Business Communications	3
	COL 240	English Composition III	3	BUS 207AL	Arabic Lab I	1
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	BUS 203	Managerial Accounting	4
	ECN 201	Foundations of Microeconomics (Menu III)	2	COL 260	Environmental Science	3
	COL 270	Introduction to Information Technology	3	ECN 202	Understanding Macroeconomics (Menu III)	2
	<b>Total</b>			<b>18</b>	<b>Total</b>	
<b>Year 3</b>	BUS 209	Management Decision Sciences (Menu IV)	3	BUS 300	Operations Management	3
	BUS 217	Business Writing Lab I	1	BUS 407	Language in the Workplace (Menu VI)	3
	BUS 241	Introduction to IT and Business Computing	3	BUS 407AL	Arabic Lab II (Menu VI)	1
	BUS 308	Introduction to Finance	3	BUS 434	International Marketing	3
	BUS 309	Introduction to Management	3	BUS 435	Consumer Behavior	3
	BUS 310	Introduction to Marketing	3	Elective	Business Elective	3
	<b>Total</b>			<b>16</b>	<b>Total</b>	
<b>Year 4</b>	BUS 401	Business Leadership	3	BUS 490	Internship	7
	BUS 417	Essentials of Research Writing for Business	1	BUS 402	Strategic Management	4
	BUS 433	E-Marketing and Commerce	3	BUS 499	Senior Seminar	4
	BUS 432	Promotion Management	3			
	Menu V	Elective: Outside of BUS	3			
	Elective	Business Elective	3			
	<b>Total</b>			<b>17</b>	<b>Total</b>	

**Total = 128 Credit Hours**

**Zayed University**  
**College of Business Sciences**  
**Bachelor of Science in Information Systems and Technology Management**  
**(Joint with College of Information Technology)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 2</b>	COL 230	Islamic Civilization II	3	ECN 202	Understanding Macroeconomics (Menu III)	2
	COL 240	English Composition III	3	BUS 209	Management Decision Sciences	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 225	Introduction to Programming and Problem Solving	3
	BUS 202	Financial Accounting	4	CIT 300	Technical Writing (Menu VI)	3
	CIT 210	Introduction to IT and Systems (Menu IV)	3	CIT 301	Technical Writing (Arabic)	2
				COL 270	Introduction to Information Technology	3
<b>Total</b>		<b>16</b>		<b>Total</b>		<b>16</b>
<b>Year 3</b>	COL 260	Environmental Science	3	CIT 235	Information Security Basics	3
	BUS 309	Introduction to Management	3	CIT 365	Database Systems	3
	BUS 310	Introduction to Marketing	3	BUS 308	Introduction to Finance	3
	CIT 245	Web Development	3	BUS 407	Language in the Workplace (Menu VI)	3
	CIT 255	Networks and Telecommunications	3	BUS 407AL	Arabic Lab II (Menu VI)	1
	CIT 360	Management of Information Systems	3	BUS 413	Accounting Information Systems	3
<b>Total</b>		<b>18</b>		<b>Total</b>		<b>16</b>
<b>Year 4</b>	CIT	Elective	3	CIT/BUS 490	Internship	7
	CIT	Elective	3	BUS 402	Strategic Management	4
	CIT 460	Systems Analysis / Design / Implementation	3	BUS 499 or CIT 499	Senior Seminar or Capstone Project	4
	BUS 401	Business Leadership	3			
	BUS 417 or CIT 491	Essentials of Research Writing for Business or Research Methods	2			
	Elective	Non-CIT/BUS Elective (Menu V)	3			
<b>Total</b>		<b>17/18</b>		<b>Total</b>		<b>14/13</b>

**Total = 127 Credit Hours**

# College of Communication and Media Sciences

## Degrees

### **Bachelor of Science (B.S.)**

#### **Major**

Communication and Media Sciences

#### **Specializations**

Converged Media

Integrated Strategic Communications

Tourism and Cultural Communications

Visual Communications

### **Bachelor of Arts (B.A.)**

#### **Major**

Emirati Studies (joint with College of Arts and Sciences)

Multimedia Design (joint with College of Information Technology and College of Arts and Sciences)

### **Master of Arts (M.A.) in Communications**

#### **Specializations**

Tourism and Cultural Communication

## Minor

Communication and Media Sciences

## Certificate

Graduate Certificate in Tourism and Cultural Communication

## Faculty Listings

**Dean:** Marilyn Roberts

**Associate Dean:** Maureen Everett

**Professors:** Badran Badran (Accreditation Coordinator), Jack Hillwig (Assistant Dean)

**Associate Professors:** Ode Amaize, Gaelle Duthler, Lena Jayyusi, Adel Jendli, James Piecowye, Sheena Westwood

**Assistant Professors:** Matt Duffy, Matthew Dyck, Jody Johannessen, William McCarthy, Nadia Rahman, Catherine Strong, Janis Teruggi-Page, Birgit Trauer, Alia Yunis

**Instructors:** Saba Bebawi

### **Introduction**

The College of Communication and Media Sciences (CCMS) aims to educate the U.A.E.'s strongest bilingual graduates in the professional fields of communication.

A decade into the 21<sup>st</sup> Century, rapid technological media transformations are changing the way that citizens choose to gather, create and share information. The college's curriculum provides students with specializations attuned to the sectors and priorities of the emerging media industry in the United Arab Emirates and the region.

The College of Communication and Media Sciences offers students opportunities to perfect their communication skills and to discover how they might use those skills to play important leadership roles in their country, in a professional career, and in their families. Students master the crafts of written, oral, and visual communication through the courses they complete, co-curricular activities on campus, and internships and practicum experiences both on campus and in the workplace.

The college offers one of 58 programs world-wide accredited by the International Advertising Association (IAA). Graduates who meet the requirements of the accredited program are awarded the IAA Diploma in Marketing Communication. The college is currently preparing for additional accreditation to further underscore the education of tomorrow's media leaders.

### **Vision Statement**

The College of Communication and Media Sciences at Zayed University shall be nationally recognized as a premier provider of bi-lingual education, scholarship, and outreach in the discipline of communication and its professional fields of study.

### **Mission**

The College of Communication and Media Sciences offers students opportunities to perfect their communication skills and to discover how they will use those skills to play important leadership roles in their country, in a professional career, and in their families. Students master the crafts of written, oral and visual communication through the courses they complete, co-curricular activities on campus, and internships and practicum experiences both on campus and in the workplace.

The mission of the College of Communication and Media Sciences is to:

- provide baccalaureate students with the communication theories, concepts, and skills they will need to be successful in professional communication or media fields;
- provide post-baccalaureate, professional development, and continuing education opportunities for communication and media practitioners that enable them to stay at the cutting edge of their fields;
- assist in the development and growth of communication and media industries in the region;
- encourage and support communication and media research with special emphasis on the UAE and Gulf Region, and achieve international recognition as a leading communication and media college.

### **Academic Program**

Students in the College of Communication and Media Sciences develop strong skills in written and oral communication in Arabic and English. Instruction in all of the college's courses is in English. However, students are required to take some Arabic Media Writing instruction and are encouraged to take additional professional Arabic courses as part of their electives.

Courses and co-curricular activities of the College of Communication and Media Sciences emphasize development of leadership skills as well as analytical and technical skills. Students must master the use of computers and leading-edge technologies to communicate creatively and effectively. Each student uses a laptop to access, create, and submit class assignments, to read e-books, to search the World Wide Web, and to communicate with instructors and fellow students. The specialized visual communication and multimedia technology in the College's computer laboratories is state-of-the-art.

The College of Communication and Media Sciences offers its full curriculum on the Abu Dhabi South campus and the Dubai campus. It awards a Bachelor of Science degree in Communication and Media Sciences and with other colleges awards a Bachelor of Science degree in Multimedia Design and a Bachelor of Arts degree in Emirati Studies.

### **Zayed University Learning Outcomes (ZULOs)**

College coursework, practica, and out-of-class experiences provide opportunities for students to develop competency in the Zayed University Learning Outcomes (ZULOs).

Student achievement in the ZULOs is regularly assessed through the normal evaluation process in each course and through review of documented out-of-class experiences.

### **Major Learning Outcomes and Assessment Protocols**

The College of Communication and Media Sciences has identified Major Learning Outcomes (MALOs) that require demonstration of the following:

- **Language and Communication Competence:** CMS graduates will be able to communicate clearly and effectively in Arabic and English, appropriately and creatively adapting messages to the needs, knowledge, culture, and expectations of target audiences while observing ethical standards.  
*Related ZULO: Language*
- **Technological Competence:** CMS graduates will be able to use a variety of technological tools and skills to create effective media-centered products and messages.  
*Related ZULO: Information Technology*
- **Leadership and Professionalism:** CMS graduates will demonstrate leadership and professional skills in their chosen fields as reflected in their behavior and work ethic.  
*Related ZULO: Leadership*
- **Information Literacy:** CMS graduates will be able to recognize when information is needed and will learn the ability to locate, evaluate, use, and ethically apply the needed information.  
*Related ZULO: Information Literacy*
- **Global Awareness:** CMS graduates will be knowledgeable about communication across cultures and critically aware of how media operate in different systems and function in a global environment.  
*Related ZULO: Global Awareness*
- **Critical Thinking and Reasoning:** CMS graduates will be able to process and analyze information, draw inferences, question assumptions, and make judgments on the basis of well-supported evidence. They will use it for better problem-solving and innovation in their profession.  
*Related ZULO: Critical Thinking and Quantitative Reasoning*

Each of the College’s learning outcomes is contained in one or more of its courses, and students demonstrate their success in course assignments and projects. Students provide further evidence of their success in practica, internships, work experience, participation in campus or community clubs or professional activities, and their professional portfolio.

**Assessment Protocols**

The assessment plans followed by the College of Communication and Media Sciences articulates what faculty expect students to know and be able to do during their study and upon degree completion, identifies appropriate tools for evaluating the extent to which students are achieving those outcomes, and describes how faculty will act on the resulting information. The college’s assessment plan describes how faculty evaluate student achievement of the program’s expected learning outcomes and uses that information to work towards continual improvement of the academic program. The college acts on assessment results to improve academic and student programs.

In accordance with accreditation requirements, three criteria guide assessment of student learning:

1. Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
2. Understanding: assimilation and comprehension of information, concepts, theories, and ideas.
3. Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Examples of assessments include course-imbedded assessments, evaluations of interns by employers, evaluations of practica by professionals and adjunct faculty, evaluation of a professional portfolio assembled by each student, evaluations of capstone or senior-level projects by faculty panels, and the successes of student entries in national and international competitions.

**Relationship of Major Learning Outcomes with ZU Learning Outcomes**

The Major Learning Outcomes of the College of Communication and Media Sciences parallel those of the University, such that students learn to apply the ZU Learning Outcomes within the context of the discipline.

This relationship is illustrated in the following table.

Zayed University Learning Outcomes	Communication and Media Sciences Major Learning Outcomes
Language	Language and Communication Competence
Information Technology	Technological Competence
Leadership	Leadership and Professionalism
Information Literacy	Information Literacy
Global Awareness	Global Awareness
Critical Thinking and Quantitative Reasoning	Critical Thinking and Reasoning

**Admission Criteria**

The college requires that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of “C-” or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and
- achievement of passing grades (“D” or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL 260 and COL 270.

COL 260 and COL 270 may be scheduled for semester three, four, or five. In addition, the College of Communication and Media Sciences requires completion of COM 200 Communication, Media and Society with a grade of “D” or better.

Continuation in the College of Communication and Media Sciences requires that a student earn a grade of “D” or better for every major requirement, including all College core and specialization requirements. A cumulative GPA of 2.0 or higher is required to be in good standing in the major and to graduate.

## ***Communication and Media Sciences Curriculum***

The curriculum followed by students who major in Communication and Media Sciences broadly educates them in the arts, humanities, social sciences, and applied sciences, as well as in the professional crafts of written, oral, and visual communication. Students are well-prepared to put words, visuals, and sound together in ways that are meaningful, effective, aesthetically pleasing, and interesting.

All majors take introductory courses in Media History, Media and Cultural Criticism, Media Storytelling, New Media, and Public Speaking and Persuasion, as well as advanced courses in Communication and Media Research and Analysis, Media Law, Media Ethics, Capstone, and Internship.

Rather than focusing on one form or medium of communication, students study a variety of media and technologies, including audio, video, web, multi-media, and print. They also take two professional practica, Zayed Media Lab I and II. This approach provides a distinctive integration of instruction and practical applications.

The academic program follows the model of programs accredited by the International Advertising Association, the Accrediting Council on Education in Journalism and Mass Communication, and the Public Relations Society of America. This ensures a broad liberal arts education and depth in understanding and applying professional principles, skills, and competencies. This model makes Zayed University's Communication and Media Sciences program unique to the United Arab Emirates and to the Middle East.

### ***Specializations***

During the first three semesters, students complete courses in general education plus COM 200 Communication, Media, and Society. Once the students are admitted to the major, they concentrate on courses in Communication and Media Sciences and specialize in one of four areas:

- Converged Media
- Integrated Strategic Communications
- Tourism and Cultural Communications
- Visual Communications

### ***Converged Media***

Converged Media refers to the blending or merging of formerly distinct media technologies like newspaper or magazine journalism, multimedia, video, and others.

The Converged Media (CM) specialization core includes 16 credit hours, provided by five required courses and one elective course. The Converged Media specialization provides students with a strong grounding in writing, theory, history, production skills, and practical training. The selected courses for this specialization are as follows:

1. COM 315 Media Storytelling II
2. COM 380 Web Design and Publishing
3. COM 321 Video and Audio Production
4. COM 481 Reporting, Writing, and Producing Converged Media
5. COM 312 Zayed Media Lab II: Converged Media (CM)
6. A specialization elective to be selected from the following: COM 485 Special Topics in Converged Media, COM 320 Photojournalism, COM 382 Multimedia Production, COM 383 Virtual Communities and Social Media, and COM 384 Media Technologies from Gutenberg to the Internet and Beyond.

Converged Media is an emerging form of media, which combines different forms of journalism, such as print, photography, and video, into one piece or group of pieces. This specialization will prepare students to lead the philosophical and technological initiatives of traditional mass media players—newspapers, broadcasters, magazines—and will provide students with the skills to examine and develop new digital mass media systems and to revamp existing media products to address the needs of a new digital media market. It will explore the effects of digital technology on traditional forms of media as well as the way in which new forms of cultural representations are created, consumed, and shared.

With the Converged Media specialization, students can work at any and all local and regional media companies (radio, TV, newspaper, magazine, online) especially in the online production side where the need for staff is considerable. As students choosing this specialization will be skilled in gathering information, as well as producing for the various new media outlets, their abilities will be useful for a wide variety of employers.

Graduates in Converged Media are well suited for professional positions in multimedia, news journalism, magazine and book publishing, and the development of web pages and interactive sites.

### **Integrated Strategic Communications**

Integrated Strategic Communications describes the integration of the well-established fields of Public Relations, Advertising, Promotion and Marketing. Integrated Strategic Communications involves the planning and execution of communication programs, campaigns, and messages in order to create coordinated and consistent communication strategies and tactics for public and private corporations that address the complex needs of clients in the 21st Century.

As with all proposed specializations, the Integrated Strategic Communications (ISC) specialization core includes 16 credit hours provided by five required courses and one elective. The ISC specialization provides students with a strong grounding in writing, theory, communication skills, practical training, and business models. The selected courses for this specialization are as follows:

1. COM 351 Principles of Public Relations
2. COM 352 Principles of Advertising
3. COM 353 Writing for Integrated Strategic Communications
4. COM 451 Integrated Strategic Communications
5. COM 312 Zayed Media Lab II: ISC
6. A specialization elective to be selected from the following: COM 356 Media Planning and Management, COM 358 Entrepreneurship in the Media, COM 337 Interpersonal and Intercultural Communication, COM 452 Special Topics in Integrated Strategic Communications, COM 383 Virtual Communities and Social Media, COM 382 Multimedia Production, COM 321 Video and Audio Production, COM 380 Web Design and Publishing, and COM 373 Planning and Promotion for Events and Festivals

Graduates in Integrated Strategic Communications are well suited for professional positions in advertising, public relations, community relations, customer service, event planning and promotions, client servicing, and media planning as well as for careers in government and corporate communications.

Upon graduation, students qualify for the International Advertising Association (IAA) Diploma in Marketing Communications if they meet certain course requirements.

### **Tourism and Cultural Communications**

The specialization in Tourism and Cultural Communications prepares students to become communication experts in the tourism and cultural industries. It gives students a grounding in tourism and the related fields of events, culture and heritage from an interdisciplinary perspective. In addition, the program helps students develop communication strategies and tactics to promote the UAE and its tourism and cultural sectors. This program also prepares students who wish to pursue graduate studies in the college's M.A. in Tourism and Cultural Communications.

The Tourism and Cultural Communications (TCC) specialization core includes 16 credit hours provided by five required courses and an elective. The TCC specialization provides students with a strong grounding in writing, theory, communication skills, practical training, and business models. The selected courses for this specialization are as follows:

1. COM 371 Tourism Principles
2. COM 372 Communicating Tourism, Destinations and Heritage
3. COM 373 Planning and Promotion for Events and Festivals
4. COM 337 Interpersonal and Intercultural Communication
5. COM 312 Zayed Media Lab II: Tourism and Cultural Communications (TCC)
6. A specialization elective to be selected from the following: COM 474 Special Topics in Tourism and Cultural Communications, COM 320 Photojournalism, COM 321 Video and Audio Production, COM 351 Principles of Public Relations, COM 352 Principles of Advertising, COM 356 Media Planning and Management, COM 380 Web Design and Publishing, COM 382 Multimedia Production, and COM 383 Virtual Communities and Social Media.

Graduates in Tourism and Cultural Communications are well suited for professional positions in tourism promotions, event management, exhibitions, festivals, visitor information centers, tours, research, and cultural programming.



## **Visual Communications**

Visual Communications brings together film, broadcast (video and audio) media, and photojournalism.

The specialization in Visual Communications (VC) provides students with a strong grounding in writing, theory, critical skills, production skills, and business models. The selected courses for this specialization are as follows:

1. COM 315 Media Storytelling II
2. COM 320 Photojournalism
3. COM 321 Video and Audio Production
4. COM 421 Writing, Producing and Directing Film & Video
5. COM 312 Zayed Media Lab II: Visual Communications (VC)
6. A specialization elective to be selected from the following: COM 323 The Business of Film and Television, COM 324 Film and Television Criticism, COM 358 Entrepreneurship in the Media, and COM 422 Special Topics in Visual Communications

Visual Communications will be the specialization of choice for students who are interested in planning, creating, producing, and critiquing visual messages through the use of audio, video, text, and still photography. This specialization reflects the synergy and compatibility that exists between these fields. The emphasis of this specialization is on the creation of informative and persuasive messages using still and video images. With this focus, students become adept at the use of still photography and videography in mass and new media and develop both skills and portfolios in each.

Graduates in Visual Communications are well suited for professional positions in broadcast journalism (both audio and video) as well as media management, film, documentary and video editing and production, programming, photojournalism, and freelance photography.

### ***Practicum***

It is important for students to apply classroom instruction to the real work of creating media products, developing strategic communications campaigns and materials for clients, developing communication strategies and tactics for the government, the private sector or non-profit organizations applying skills in the production of visual messages or converged media. One vehicle for linking theory to practice is the college's practicum

experience, Zayed Media Lab (ZML). Students must participate in two practicum experiences beyond their regular coursework. This may include working as staff for the College's media outlets; or working on special projects in collaboration with faculty—creating, for example, a digital film documentary on Gulf history, a website for a local women's organization, a promotional plan for a government initiative, or a series of public service announcements for a TV or radio station.

### ***Interdisciplinary Degrees***

The College of Communication and Media Sciences offers two additional degrees jointly with other colleges.

#### **Emirati Studies** (joint with College of Arts and Sciences)

This interdisciplinary program draws theoretical perspectives and applied knowledge from two departments in the College of Arts and Sciences (Humanities and Social Sciences; Art and Design) and the College of Communication and Media Sciences in order to develop a comprehensive course of study in two fundamental areas of Emirati cultural resources: archaeological and historical knowledge, heritage and cultural production. The other elements of the program are designed to provide career preparation in exhibition design and curatorship, and cultural tourism—sectors that are expanding within the U.A.E. The country needs citizens who, knowing their history, heritage, and culture, can work effectively in both heritage tourism and cultural tourism. Those targeted growth sectors are seeing considerable investment in restoration, conservation, museums, arts centers, and cultural festivals and celebrations. Investment in the human capital to staff those new ventures is necessary if the U.A.E. is to be a successful tourist destination. Graduates with the degree in Emirati Studies will expand national capacity in all the knowledge and skill areas that support and sustain heritage and cultural tourism.

#### **Multimedia Design** (Joint with College of Information Technology and College of Arts and Sciences)

This interdisciplinary program emphasizes the acquisition of the knowledge and skills in information technology, public media, and the arts that will meet the growing demand by employers for multimedia graduates with broad expertise and a high level of leading-edge technical skills. The program encompasses the design, development, and

deployment of interactive multimedia. It focuses on the effective management of current and emerging technologies and highlights innovation and entrepreneurship throughout the program. Graduates with a degree in Multimedia Design will be well prepared for both the public and corporate sectors and will be able to manage and develop interactive multimedia initiatives ranging from software development to the design and management of live interactive corporate media systems. The program draws equally on faculty strength in the three colleges that support it.

### **Internship**

Communication and Media internships earn academic credit and add a significant real-world component to a student's education. In their final baccalaureate year, students earn three credits for an internship that allows them to gain valuable experience in their specialty by working with seasoned professionals.

The college prepares its prospective interns before the actual work experience through a preparatory "bridge week" between the academic world and the professional world. Internship sites include top media organizations as well as key public organizations that have media or public relations departments or units.

### **Capstone Course**

Each student must complete a three-credit capstone (senior project) course designed to ensure that they have met University and Major Learning Outcomes. Each student will complete a professional or research project related to the student's area of specialization that shows the ability to integrate and synthesize what has been learned in classes with the work experience. The student plans the project in consultation with college faculty.

### **Graduation Requirements**

In order to graduate, students in the College of Communication and Media Sciences must meet the University's graduation requirements and must complete one of the college's eight-semester curriculum plans. Each of these plans includes all course requirements, an internship, and a capstone course. They must also complete the requirements of the University's core curriculum and submit a professional portfolio for faculty review. Course requirements, as shown below, include 30 credit hours in college core requirements (including 9 that overlap with the Colloquy program), 16 credits in a specialization, and 36 credits of electives from outside the college to

include Media Storytelling in Arabic I and II. All students complete a total of 127 credit hours.

### **Minor in Communication and Media Sciences**

A Communication and Media Sciences minor is available only to students majoring in other colleges. The minor is designed to provide communication skills to students who will be working outside the communication field but who will find that an understanding of communication principles and skills will be useful anywhere they may be employed.

To be admitted to the minor in Communication and Media Sciences, students must have a cumulative minimum GPA of at least 2.5 and must have completed at least one semester in a major program. Students must complete both major and minor requirements within the authorized number of semesters without having to enroll in an overload course schedule. Students from other colleges who wish to minor in Communications and Media Sciences need either to fulfill the same prerequisites as CCMS majors or receive a waiver from the Dean.

The minor permits students a great deal of flexibility. A student's major advisor will help select courses to complement and broaden the major according to career goals. College of Communication and Media Sciences advisors also will be available to counsel students.

The minor consists of a maximum of three 200-level courses and a minimum of three 300-level courses (a total of 18 credits required). A minor could also be composed of six 300-level courses if prerequisites were waived and/or equivalent courses at the lower level were taken in other academic units to fulfill those requirements.

COM 2XX	up to 3 courses	0-9 credits
COM 3XX or 4XX	3 to 6 courses	9-18 credits
<b>Total for the Minor</b>		<b>18 credits</b>

Some advanced courses may require prerequisites.

For example, to be eligible to take any advanced media and pr/advertising course, students need the prerequisite COM 210 Media Storytelling I. For advanced graphics and multimedia, students need the prerequisite COM 280 New Media. In some cases, students pursuing the minor already

have taken a parallel course in their own college, and repetition is unnecessary. In planning a communication minor, students will also want to consider two other courses among the four that make up the core requirements for all CCMS majors. These are COM 200 Communication, Media, and Society and COM 230 Public Speaking and Persuasion. Students will be held to the same standards as majors in the college. The idea of the college's minor is not to replicate a major with specific concentrations. A minor offers the possibility of an array of courses that appeal to the student and fulfill academic, professional, and personal preferences.

### ***Graduate Programs***

For more information on graduate programs offered by the College of Communication and Media Sciences, see pages 132-134.

### ***Outreach and Engagement***

The College of Communication and Media Sciences participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Science in Communication and Media Sciences**  
**Specialization in Converged Media**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COM 210	Media Storytelling 1 (Menu VI)	4
	COL 240	English Composition III	3	COM 230	Public Speaking and Persuasion	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 240	Communication and Media Ethics (Menu III)	2
	COL 260	Environmental Science	3	COM 261	Communication and Media History	1
	COL 270	Introduction to Information Technology	3	COM 280	New Media (Menu IV)	3
	COM 200	Communication, Media and Society	3	ARA 240	Media Storytelling in Arabic I (Menu VI)	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	COM 231	Media and Cultural Criticism (Menu III)	3	COM 311	Zayed Media Lab 1	1
	COM 315	Media Storytelling II	3	COM 321	Video and Audio Production	3
	COM 380	Web Design and Publishing	3	COM 360	Communication and Media Research and Analysis	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	COM 481	Reporting, Writing and Producing Converged Media	3	ARA 340	Media Storytelling in Arabic II (Menu VI)	3
	COM 312	Zayed Media Lab II: CV	1	COM	CV Specialization Elective	3
	COM 441	Communication and Media Law	1	COM 499	Capstone: Senior Project	3
	Elective	Non-CCMS Elective	3	COM 490	Internship	3
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>12</b>	

**Total = 127 Credit Hours**

**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Science in Communication and Media Sciences**  
**Specialization in Integrated Strategic Communications**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COM 210	Media Storytelling 1 (Menu VI)	4
	COL 240	English Composition III	3	COM 230	Public Speaking and Persuasion	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 240	Communication and Media Ethics (Menu III)	2
	COL 260	Environmental Science	3	COM 261	Communication and Media History	1
	COL 270	Introduction to Information Technology	3	COM 280	New Media (Menu IV)	3
	COM 200	Communication, Media and Society	3	ARA 240	Media Storytelling in Arabic 1 (Menu VI)	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	COM 231	Media and Cultural Criticism (Menu III)	3	COM 311	Zayed Media Lab I	1
	COM 351	Principles of Public Relations	3	COM 353	Writing for Integrated Strategic Communications	3
	COM 352	Principles of Advertising	3	COM 360	Communication and Media Research and Analysis	3
	Elective	Internship	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	COM 451	Integrated Strategic Communications	3	COM	ISC Specialization Elective	3
	COM 312	Zayed Media Lab II: ISC	1	ARA 340	Media Storytelling in Arabic II (Menu VI)	3
	COM 441	Communication and Media Law	1	COM 499	Capstone: Senior Project	3
	Elective	Non-CCMS Elective	3	COM 490	Internship	3
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>12</b>	

**Total = 127 Credit Hours**

**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Science in Communication and Media Sciences**  
**Specialization in Tourism and Cultural Communications**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COM 210	Media Storytelling 1 (Menu VI)	4
	COL 240	English Composition III	3	COM 230	Public Speaking and Persuasion	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 240	Communication and Media Ethics (Menu III)	2
	COL 260	Environmental Science	3	COM 261	Communication and Media History	1
	COL270	Introduction to Information Technology	3	COM 280	New Media (Menu IV)	3
	COM 200	Communication, Media and Society	3	ARA 240	Media Storytelling in Arabic 1 (Menu VI)	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	COM 231	Media and Cultural Criticism (Menu III)	3	COM 311	Zayed Media Lab I	1
	COM 337	Interpersonal and Intercultural Communication	3	COM 372	Communicating Tourism, Destinations and Heritage	3
	COM 371	Tourism Principles	3	COM 360	Communication and Media Research and Analysis	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	COM 373	Planning and Promotion for Events & Festivals	3	ARA 340	Media Storytelling in Arabic II (Menu VI)	3
	COM 312	Zayed Media Lab II: TCC	1	COM	TCC Specialization Elective	3
	COM 441	Communication and Media Law	1	COM 499	Capstone: Senior Project	3
	Elective	Non-CCMS Elective	3	COM 490	Internship	3
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>12</b>	

**Total = 127 Credit Hours**

**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Science in Communication and Media Sciences**  
**Specialization in Visual Communications**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COM 210	Media Storytelling 1 (Menu VI)	4
	COL 240	English Composition III	3	COM 230	Public Speaking and Persuasion	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 240	Communication and Media Ethics (Menu III)	2
	COL 260	Environmental Science	3	COM 261	Communication and Media History	1
	COL 270	Introduction to Information Technology	3	COM 280	New Media (Menu IV)	3
	COM 200	Communication, Media and Society	3	ARA 240	Media Storytelling in Arabic 1 (Menu VI)	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 3</b>	COM 231	Media and Cultural Criticism (Menu III)	3	COM 311	Zayed Media Lab I	1
	COM 315	Media Storytelling II	3	COM 321	Video and Audio Production	3
	COM 320	Photojournalism	3	COM 360	Communication and Media Research and Analysis	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
	Elective	Non-CCMS Elective	3	Elective	Non-CCMS Elective	3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	COM 421	Writing, Producing and Directing Film and Video	3	ARA 340	Media Storytelling in Arabic II (Menu VI)	3
	COM 312	Zayed Media Lab II: VC	1	COM	VC Specialization Elective	3
	COM 441	Communication and Media Law	1	COM 499	Capstone: Senior Project	3
	Elective	Non-CCMS Elective	3	COM 490	Internship	3
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	Elective	Non-CCMS Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>12</b>	

**Total = 127 Credit Hours**

**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Arts in Emirati Studies**  
**(Joint with College of Arts and Sciences)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	HSS 261	Introduction to Culture and Society	3
	COL 240	English Composition III	3	ART 322	History of Islamic Art and Architecture	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 202	Archaeology: Knowledge and Methods (Menu IV)	3
	COL 260	Environmental Science	3	COM 371	Tourism Principles	3
	COL 270	Introduction to Information Technology	3	ARA 211	Masterpieces of Arabic Literature (Menu VI)	3
	HSS 200	Social and Economic Trends in the Gulf (Menu III)	3	HSS 201	History of the United Arab Emirates	3
	HSS 200AL	Arabic Lab (Menu VI)	1	HSS 200AL	Arabic Lab (Menu VI) [if not taken with HSS 200]	1
		<b>Total</b>	<b>19/18</b>		<b>Total</b>	<b>18/19</b>
<b>Year 3</b>	ART 326	Representation: Exhibition, Display, and Interpretation I	3	COM 372	Communicating Tourism: Destinations and Heritage (Menu VI)	3
	COM 337	Interpersonal and Inter-cultural Communication	3	ART 324	Contemporary Islamic Art and Architecture	3
	HSS 381	Legacy of Sheikh Zayed	3	HSS 383	Archaeology Field School (Term 1)	3
	HSS 321	Heritage of the Gulf	3	HSS 385	Bedouin Society (Term 2)	3
	HSS 382	Archaeology of the Emirates	3	HSS 391	Research Methods (Menu IV)	3
	Menu V	Elective	3	HSS 391AL	Arabic Lab (Menu VI)	1
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	HSS 498	Capstone I (Term 1)	3	HSS 499	Capstone II (Menu VI)	3
	ART 327	Representation: Exhibition, Display, and Interpretation II (Term I)	3	ART 421 or HSS 421	Material Culture of the U.A.E. or Policy Case Study I	3
	COM 474	Special Topics in Tourism and Cultural Communications (Term 1)	3	HSS 384	Anthropology of Tourism and Heritage	3
	HSS 490	Internship (Term 2)	6	ART 420	Communities, Curatorial Practices, and Collections	3
				HSS 401	Political History of the U.A.E.	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>

**Total = 131 Credit Hours**



**Zayed University**  
**College of Communication and Media Sciences**  
**Bachelor of Science in Multimedia Design**  
**(Joint with College of Arts and**  
**Sciences and College of Information Technology)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credit	Semester 2		Credit
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3
	COL 240	English Composition III	3	ART 251	Basic Design (Menu IV)	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 210	Media Storytelling I (Menu VI)	4
	COL 270	Introduction to Information Technology	3	ARA 240	Media Storytelling in Arabic I (Menu VI)	3
	ART 201	Principles of Design	3	CIT 210	Introduction to IT and Systems	3
	COM 280	New Media (Menu IV)	3	CIT 225	Introduction to Programming and Problem Solving	3
<b>Total</b>		<b>18</b>		<b>Total</b>		<b>19</b>
<b>Year 3</b>	ART 351	Graphic Design I	3	ART 376	Animation I	3
	ART 357	Designing for the Web I	3	COM 321	Video and Audio Production	3
	ART 375	3D Modeling	3	COM 382	Multimedia Production	3
	COM 380	Web Design and Publishing	3	CIT 345	Multimedia Systems	3
	CIT 255	Networks and Telecommunications	3	Menu III	ART history course or CIT 305 IT in Global and Local Cultures	3
	CIT 375	Human Computer Interaction	3			
<b>Total</b>		<b>18</b>		<b>Total</b>		<b>15</b>
<b>Year 4</b>	ARA 340	Media Storytelling in Arabic II (Menu VI)	3	ART 490 or CIT 490 or COM 490	Internship	6
	ART 377	Animation II	3	ART 499 or CIT 499 or COM 499	Capstone	3
	CIT 376	Game Development	3	Elective	300- or 400- level elective in ART, CIT, or COM	3
	CIT 371	Mobile Computing	3			
	Menu V Elective	300- or 400- level elective other than ART, CIT, or COM	3			
<b>Total</b>		<b>15</b>		<b>Total</b>		<b>12</b>

**Total = 127 Credit Hours**

# College of Education

## Degrees

### *Bachelor of Science in Education (B.S. Ed.)*

#### Major

Education

#### Specializations

Early Childhood/Kindergarten/Primary  
Education  
Upper Primary/Preparatory Education with  
Teaching Fields in English Education and  
in Mathematics  
School Social Work  
Children, Youth, and Family Services

### *Bachelor of Science (B.S.)*

#### Major

Technology and Education (joint with College  
of Information Technology)

### *Master of Education (M.Ed.)*

#### Specializations

Educational Leadership  
School Administration  
Special Education

### *Master of Science (M.S.) in Teaching and Learning*

## Minor

Education

## Certificates

Graduate Certificate in Advanced Professional  
Study in School Leadership  
for Principals

Graduate Certificate in Advanced Professional  
Study for Teaching

## Faculty Listings

**Dean:** John R. Cryan (Interim)

**Professors:** Kenneth Carr (Assistant Dean),  
Robin Dada (Director, College of Education  
Graduate Programs), Guillermina Engelbrecht

**Associate Professors:** Stephen Anderson,  
Keith Bradshaw (Assistant Dean), Toni Briegel,  
Barbara Harold, Gloysis Mayers, Patience Sowa

**Assistant Professors:** Fida Attalah, Lydia Barza,  
Sharon Bryant, Linda Colburn, Hassan El Annani,  
Jase Inaty, Sadiq Midraj, Peter Parker,  
Lauren Stephenson, Saroj Thapa

**Instructors:** Lolowa Al Marzouqi, Marilyn Davis

## Introduction

Teachers and education leaders help to build a nation and provide the pathway for the future. They serve their country in important and lasting ways. Having good teachers is the most important factor in how much children learn, and the development of the education system continues to be a major focus in the U.A.E.

The College of Education is guided by a core set of values that contribute to the excellence of its programs:  
demonstrated respect for individuals and groups;  
an unwavering belief in integrity and ethical behavior;  
a steadfast conviction of the value of community, leadership, collaboration, and service; and  
the pursuit of excellence through research, critical thinking, and thoughtful reasoning.

## Mission

The mission of the College of Education is to prepare highly competent, committed, reflective, and creative new educators to lead and serve education in the United Arab Emirates; provide graduate programs, professional development opportunities including post-baccalaureate programs, and outreach activities in areas of identified need for teachers, principals, and other school professionals; and conduct research that is relevant to the United Arab Emirates and informs current practice.

## Academic Program

The College of Education undergraduate program provides prospective teachers and other education personnel with excellent preparation to enter the profession. Its programs are based on the belief that effective schools are essential to the sustainable development of the nation. Accomplished teachers know their subject matter well, and they understand how children learn and develop. They have high expectations for their students' learning. They know a variety of teaching methods and can use them to help students learn. Accomplished teachers are caring and creative and know how to establish a positive learning atmosphere for their students. Zayed University draws upon these understandings in its teacher preparation program.

The employment outlook for educators is excellent. In this context, preparation at Zayed University, with emphasis on fluency in English and Arabic, technology skills, and preparation for leadership, serves both students and the schools.

**Major Learning Outcomes and Conceptual Framework**

The Major Learning Outcomes of Education are derived from the Conceptual Framework of the College, which serves as the foundation for all programs offered by Zayed University that prepare educators to work effectively in schools. The Conceptual Framework serves as the driving force and the thread across programs and courses, as well as the faculty’s teaching, scholarship, and service. It sets forth the research and theory that authenticate the practical aspects of the college’s programs and distinguishes Zayed University’s graduates from those of other institutions. All programs in the college are aligned with international standards through the Conceptual Framework.

The majors in Education and in Technology and Education at Zayed University have four unifying domains of knowledge that form the Conceptual Framework, domains that translate into Major Learning Outcomes (MALOs). No single course addresses all knowledge domains in depth. However, each domain will be covered in depth when all courses are completed.

**Major Learning Outcomes and Assessment**

Candidates must demonstrate competent performance in the college’s Major Learning Outcomes:

- **Understand and use the professional knowledge base.** Candidates must know the subject matter of their field and demonstrate that they can use it effectively, drawing on a variety of assessment or supervision methods, instructional and communication strategies, and educational technologies. Candidates must be fluent in Arabic and English.
- **Demonstrate professionalism.** Candidates must be able to make considered and informed decisions about teaching and learning. They must demonstrate the ability to adjust, adapt, and improve their practice. Candidates are expected to develop professional attitudes and dispositions necessary to carry out the responsibilities expected of the U.A.E. educators and service providers.
- **Encourage cultural responsiveness.** Candidates are expected to respect the rights of others, respecting each individual and his/her culture and traditions. They must demonstrate their ability to use their skills to address the diverse learning needs of students and adults. In addition, candidates must accept that both academic achievement and cultural identity and heritage are

significant aspects of the education process.

- **Promote global awareness.** Candidates are expected to reflect on their history and culture and apply this knowledge as they work with others. They must be aware of the opportunities and challenges of living in a global society, and demonstrate knowledge of educational issues locally and internationally.

**Zayed University Learning Outcomes**

College coursework and out-of-class experiences provide opportunities for candidates to develop competency and to document achievement in the Zayed University Learning Outcomes. All college Major Learning Outcomes are aligned with University Learning Outcomes as shown:

Zayed University Learning Outcomes	Education Major Learning Outcomes
Critical Thinking and Quantitative Reasoning	Understand and use the professional knowledge base
Leadership	Demonstrate professionalism and encourage cultural responsiveness
Language	Understand and use the professional knowledge base
Information Technology	Understand and use the professional knowledge base
Information Literacy	Understand and use the professional knowledge base
Global Awareness	Promote global awareness

**Admission Criteria**

The college requires that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of “C-“ or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and achievement of passing grades (“D” or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL260, and COL 270.

COL 260 and COL 270 may be scheduled for semester three, four, or five.

Candidates preparing to teach English must have a “B” or higher in COL 140, COL 145, and COL 240 or other approved English courses, or a test waiver. Candidates preparing to teach mathematics must have a “C” or higher in COL 110 and COL 111.

### **College of Education Curriculum**

Candidates who major in Education may study to become teachers or school social workers or study to work in education, educational technology or social service agencies or organizations.

Candidates’ academic programs include the Colloquy in Integrated Learning, the study of a content or discipline area, coursework, and practical experiences in educational settings. Throughout their program, Education candidates continue to develop their skills in English, Arabic, and technology. Candidates complete other classes appropriate to the grade and subject levels they are preparing to teach. A faculty advisor in the college works with candidates to assist with course selection and scheduling decisions.

### **Specialization in Teaching**

Education majors specialize in kindergarten through grade 3 or in grades 4-9.

#### Early Childhood/Kindergarten/Primary (to Grade 3)

Candidates who wish to become nursery school, kindergarten, or primary teachers major in Education and follow the eight-semester plan in this catalog.

#### Upper Primary/Preparatory (Grades 4-9)

Candidates who wish to become upper primary/preparatory teachers of English or mathematics (grades 4-9) major in Education; follow the eight-semester plan in this catalog; and take selected coursework in the College of Arts and Sciences. Candidates must enter these programs in their second year and must recognize that their graduation date is subject to course availability.

### **Specialization in School Social Work**

Candidates majoring in Education may study to become school social workers by following the eight-semester plan in this catalog. This specialization is offered in collaboration with the College of Arts and Sciences.

### **Specialization in Children, Youth, and Family Services**

Candidates majoring in Education may study to become a specialist in the education and social services sectors, both private and public, by following the eight-semester plan in this catalog.

This specialization is offered in collaboration with the College of Arts and Sciences.

### **Joint Degree Program with College of Information Technology**

The College of Education and College of Information Technology jointly offer the B.S. with a major in Technology and Education.

Following the eight semester plan, courses emphasize the knowledge and skills needed to manage an IT laboratory, provide instruction in basic technology skills, and serve as a resource for the use of educational technology.

Candidates are prepared to be teachers of educational technology for positions such as trainers in technology, computer lab supervisors, consultants, and developers of educational technologies. The U.A.E. has a strong need for professionals in these fields in both the government and private sectors.

### **Field Experiences (Practica)**

Candidates majoring in teaching specializations of Education, School Social Work, or Technology and Education complete a core portion of their work in schools, observing and working with students and teachers and practicing their teaching skills. Candidates majoring in Children, Youth, and Family Services complete a core portion of their work in a government agency or non-governmental organizations and complete service learning experiences. To complete these studies, candidates must obtain the necessary permission from their guardian to work in schools. In their fourth year, they will need to provide transportation to school assignments.

### **Assessment Protocols**

Candidates are formally assessed for satisfactory performance in the program at stipulated intervals. Candidate achievement in the ZULOs is assessed through the normal assessment process in each course. At these points, each candidate is reviewed regarding the progress in knowledge, skills, and candidate’s dispositions – the attitudes and values held about the teaching profession. In addition, the college has major transition points where candidate work is assessed to determine whether the candidate is qualified to move to the next stage of preparation:

- Admission. Candidates must meet all college admission requirements;
- Completion of education studies sequence and the accompanying practicum;
- Admission to internship. Students must submit a formal application that is reviewed by faculty who consider language proficiency, grade point average, and practicum ratings;
- Exit from internship. Mentors and faculty review the performance of the student

- during internship for a demonstration of all college Major Learning Outcomes; and
- Satisfactory completion of the capstone and ePortfolio. Students present a professional product of focused study and inquiry that demonstrates Zayed University Learning Outcomes.

The portfolio and capstone provide evidence of the degree of completion of both the College of Education and Zayed University Learning Outcomes.

### ***Internship***

Entrance to Internship requires successful completion of all discipline and education courses with “C-“or better and successful completion of all practicum experiences.

Each candidate completes an internship for a specified number of weeks during the last semester of the program. This experience is supervised by ZU faculty and an on-site mentor. Learning outcomes for the internship are included among competencies specified for each of the college’s Major Learning Outcomes, which are available from College advisors. Each of these competencies is introduced and reinforced in earlier courses and mastered during the internship. Students are assessed continuously using a variety of instruments included in their internship handbook.

Successful completion of the internship is determined by the College of Education. Supervising faculty members and mentors review students’ knowledge of their teaching areas or field, as well as their abilities to plan, implement, and assess instruction or to work in a professional setting. In addition, candidates are expected to demonstrate the dispositions of professional educators.

### ***Capstone Course***

The capstone project is presented by the student along with the final ePortfolio. It is planned during the sixth and seventh semesters and completed in the final semester of study. The project is expected to synthesize the knowledge and experiences of academic study and professional practice. Candidates are encouraged to be innovative and collaborative with the capstone so that they complete a project that enables them to integrate their knowledge and skills. Candidates are assessed on their capstone project by the faculty. Assessment tools have been specifically designed to evaluate each project’s fulfillment of its objectives and relationship to the world of practice.

### ***Graduation Requirements***

Completion of the major in Education includes the development of both a capstone project and an electronic portfolio of the candidate’s work, which is updated in each education course. These demonstrate successful mastery of the MALOs and ZULOs.

All candidates must meet the University’s graduation requirements, which include completion of all core curriculum requirements and the requirements of the degree plan.

Candidates must maintain at least a 2.0 cumulative GPA. Completion of the eight-semester curriculum plans requires 124 to 128 semester credit hours. Graduates from the College of Education are well suited for positions in government and private schools or in industry or government service. Additionally, candidates may wish to pursue graduate work in Education or related fields.

### ***Minor in Education***

Completion of this program will enable students from other colleges who are interested in education but do not want to teach to become informed consumers of education and to expand their career opportunities in areas where business seeks expertise in materials development, design of instruction, or educational services. A minor in education will develop insight in the process and system of education. A variety of fields have programs where they seek individuals with education skills.

A minor in education enhances program offerings at ZU. It will enable students to learn about education without the study and practice of teaching. The minor gives a background students can apply in other professional venues such as business, communication, and industry and helps them develop broad perspectives on the purposes and forms of education and schooling. The goal of the minor is to provide students an opportunity to examine systematically an institution that influences the lives of virtually every member of U.A.E. society.

The program enables students to become informed consumers of education and to expand their career opportunities. Students will develop knowledge about issues of human development and learning, systems of education, influences on families that affect children in school, and issues and opportunities related to children with special needs

Students will take between 18 and 21 credit hours of courses in education, upon the advice of their advisor. The minor will be designed to meet students’ needs and interests. All students

choosing a minor in Education will be required to take the following four courses:

- EDC 207 Infancy and Early Childhood
- EDC 221 International Systems of Education
- EDC 307 Middle Childhood and Adolescence
- EDC 324 People with Special Needs

Students will complete the balance of the minor by choosing from these course options:

- EDC 316 Parents as Educators
- EDC 350 Education Studies I: The Learner with Practicum I (4 hours)
- EDC 386 Literature for Children and Adolescents
- EDC 407 Adult Education
- EDC 466 Behavior and Social Development in the Family
- EDC 432 Professional and Ethical Issues
- Course outside education related to learning

To enroll in the minor students must have the permission of their major college and advisor. They must have completed at least one semester in an approved major program of study, be in good standing at the University, and have a cumulative grade point average of 2.5. Students must complete both major and minor requirements within the maximum number of semesters allowed for study at the University. No semester may contain more than 19 credit hours and no summer program may contain more than 6 credit hours.

### ***Curriculum Resource Center***

Candidates' study of Education is supported by special facilities. Through the Curriculum Resource Center, candidates can use a wide variety of curriculum outlines, lesson plans, books, CD-ROMs, videos, educational games, models, maps, kits, and other print and electronic

resources. In the Curriculum Resource Center and the Macintosh Computer Lab, candidates and faculty can design and produce their own electronic materials for use in classrooms. These facilities help candidates connect what they learn in Zayed University classrooms with their experiences and practice in school classrooms.

### ***Graduate Programs***

For more information on graduate programs offered by the College of Education, see pages 135-142.

### ***Outreach and Engagement***

The College of Education participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

### ***Research Opportunities***

Research in education is essential for continuing economic and social progress in the U.A.E. Faculty in the College of Education conduct research related to the improvement of schools, focusing on issues of learning, pedagogy, language, and literacy. Research studies are frequently carried out in collaboration with the Ministry of Education and education agencies. ZU students may conduct action research in their school settings or may participate in ongoing projects as research assistants. In addition, there are sometimes opportunities for ZU graduates to assist with research projects.

**Zayed University**  
**College of Education**  
**Bachelor of Science in Education**  
**Specialization in Early Childhood/Kindergarten/Primary**  
**(Pre K-Grade 3)**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	EDC 207	Infancy and Early Childhood (Menu III)	3
	COL 240	English Composition III	3	EDC 314	Early Childhood Program Models	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	EDC 324	People with Special Needs (Menu III)	3
	COL 260	Environmental Science	3	EDC 316	Parents as Educators (Menu III)	3
	EDC 202	Human Development (Menu III)	3	Menu V	Non-EDC Elective	3
	COL 270	Introduction to Information Technology	3			
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>15</b>
<b>Year 3</b>	EDC 386	Literature for Children and Adolescents (Menu III)	3	EDC 315	Observation and Assessment ( <i>Term 2</i> )	2
	ARA 335	Teaching Arabic Literacy (Menu VI)	3	EDC 323	Integrated Curriculum for Early Childhood	3
	EDC 341	Learning English in Schools (Menu VI) ( <i>Term 2</i> )	2	EDC 351	Education Studies II: Instructional Strategies	3
	EDC 341 AL	Arabic Lab: Learning English in Schools (Menu VI) ( <i>Term 2</i> )	1	EDC 351A	Practicum II	2
	EDC 350	Education Studies I: The Learner (Menu III)	3	EDC 352	Early Childhood Mathematics and Science I (Menu IV)	3
	EDC 350A	Practicum I	1	EDC 354	Communicative Competence in English (Menu VI)	3
	EDC 321	Classroom Management	3	EDC 368	Communicative Competence in Arabic (Menu VI)	2
		<b>Total</b>	<b>16</b>		<b>Total</b>	<b>18</b>
<b>Year 4</b>	EDC 450	Education Studies III: Curriculum Design III	3	EDC 490	Internship	9
	EDC 450A	Practicum III	2	EDC 499	Capstone Seminar	3
	EDC 452	Early Childhood Mathematics and Science II	3			
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3			
	EDC 465	Teaching Students with Special Needs	3			
	EDC 473	Teaching Reading and Writing (Menu VI)	4			
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>12</b>

**Total = 127 Credit Hours**

**Zayed University**  
**College of Education**  
**Bachelor of Science in Education**  
**Specialization in Upper Primary / Preparatory Education (Grades 4-9)**  
**Teaching Field in English Language Learning**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	EDC 324	People with Special Needs (Menu III)	3
	COL 240	English Composition III	3	HSS 331	Introduction to Linguistics	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	HSS 372	Modern and Contemporary Literature	3
	COL 260	Environmental Science	3	Menu V	Non-EDC, Non-HSS Elective	3
	EDC 202	Human Development (Menu III)	3	HSS 335	Implicit English Grammar	3
	COL 270	Introduction to Information Technology	3			3
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>15</b>
<b>Year 3</b>	EDC 341	Learning English in Schools (Menu VI) (Term 2)	2	HSS 375	The Novel	3
	EDC 341 AL	Arabic Lab: Learning English in Schools (Menu VI) (Term 2)	1	EDC 351	Education Studies II: Instructional Strategies	3
	EDC 350	Education Studies I: The Learner (Menu III)	3	EDC 351A	Practicum II	2
	EDC 350A	Practicum I	1	HSS 472	The Novel	4
	EDC 386	Literature for Children and Adolescents	3	EDC 354	Communicative Competence in English (Menu VI)	3
	EDC 321	Classroom Management	3	EDC 368	Communicative Competence in Arabic (Menu VI)	1
	EDC 353	Assessment in the Content Areas	3			
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>16</b>	
<b>Year 4</b>	EDC 450	Education Studies III: Curriculum Design (Term 1)	3	EDC 490	Internship	9
	EDC 450A	Practicum III (Term 2)	2	EDC 499	Capstone Seminar	3
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3			
	EDC 473	Teaching Reading and Writing (Menu VI)	4			
	EDC 465	Teaching Students with Special Needs	3			
	Elective	English or Education Elective Related to Language Learning	3			
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>12</b>

**Total = 125 Credit Hours**



**Zayed University**  
**College of Education**  
**Bachelor of Science in Education**  
**Specialization in Upper Primary/Preparatory Education**  
**Teaching Field in Mathematics**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>		<b>15</b>		<b>Total</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	Menu V	Non-EDC, Non-MTH Elective	3
	COL 240	English Composition III	3	EDC 324	People with Special Needs (Menu III)	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	EDC 202	Human Development (Menu III)	3
	COL 260	Environmental Science	3	MTH 121	Calculus I	3
	MTH 103	Pre-Calculus	3	MTH 281	Probability and Statistics I	3
	COL 270	Introduction to Information Technology	3	MTH 261	Elementary Geography	3
	<b>Total</b>	<b>18</b>		<b>Total</b>	<b>18</b>	
<b>Year 3</b>	EDC 393	Teaching Mathematics I	3	EDC 351	Education Studies II: Instructional Strategies ( <i>Term 1</i> )	3
	EDC 321 AL	Arabic Lab: Teaching Mathematics	1	EDC 351A	Practicum II ( <i>Term 2</i> )	2
	EDC 321	Classroom Management	3	EDC 394	Teaching Mathematics II	3
	MTH 486	History of Mathematics	3	EDC 354	Communicative Competence in English (Menu VI)	3
	EDC 350	Education Studies I: The Learner (Menu III) ( <i>Term 1</i> )	3	EDC 368	Communicative Competence in Arabic (Menu VI)	2
	EDC 350A	Practicum I ( <i>Term 2</i> )	1	MTH331	Linear Algebra	3
	MTH 122	Calculus II	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>16</b>	
<b>Year 4</b>	EDC 450	Education Studies III: Curriculum Design	3	EDC 490	Internship	9
	EDC 450A	Practicum III	2	EDC 499	Capstone Seminar	3
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3			
	MTH482	Probability and Statistics II	3			
	EDC 465	Teaching Students with Special Needs	3			
	MTH 331	Linear Algebra	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>12</b>	

**Total = 128 Credit Hours**

**Zayed University**  
**College of Education**  
**Bachelor of Science in Education**  
**Specialization in Children, Youth, and Family Services**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	PSY 212	Psychology in Everyday Life	3
	COL 240	English Composition III	3	Menu V	Non-EDC Elective	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	EDC 207	Infancy and Early Childhood	3
	COL 260	Environmental Science	3	EDC 316	Parents as Educators (Menu III)	3
	EDC 202	Human Development (Menu III)	3	EDC 324	People with Special Needs (Menu III)	3
	COL 270	Introduction to Information Technology	3			
		<b>Total</b>	<b>18</b>		<b>Total</b>	<b>15</b>
<b>Year 3</b>	EDC 315	Observation and Assessment <i>Second Ten Weeks</i>	2	EDC 431	Partnership with Families and Communities	3
	HSS 423	Issues in National Development	3	EDC 307	Middle Childhood and Adolescence	3
	PSY 310	Introduction to Helping Skills	3	EDC 354	Communicative Competence in English (Menu IV)	3
	EDC 335	Administration of Education Programs	3	EDC 368	Communicative Competence in Arabic (Menu VI)	2
	EDC 366	Introduction to Research and Measurement in Education (Menu IV)	3	PSY 410	Individual and Family Assessment	3
	ARA 375	Public Speaking and Professional Presentation in Arabic (Menu VI)	3	ARA 240 or COM 353	Media Storytelling in Arabic I Writing for Integrated Strategic Communication	3
		<b>Total</b>	<b>17</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	PSY 413	Individual and Family Intervention Strategies	3	EDC 490	Internship	9
	COM 337	Interpersonal and Intercultural Communication	3	EDC 499	Capstone Seminar	3
	EDC 407	Adult Education	3			
	EDC 466	Behavior and Social Development in the Family	3			
	EDC 432	Professional and Ethical Issues	3			
		<b>Total</b>	<b>15</b>		<b>Total</b>	<b>12</b>

**Total = 124 Credit Hours**

**Zayed University**  
**College of Education**  
**Bachelor of Science in Education**  
**Specialization in School Social Work**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	PSY 212	Psychology in Everyday Life	3
	COL 240	English Composition III	3	Menu V	Non-EDC, Non-PSY Elective	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	EDC 316	Parents as Educators (Menu III)	3
	COL 260	Environmental Science	3	EDC 324	People with Special Needs (Menu III)	3
	EDC 202	Human Development (Menu III)	3	ARA 335	Teaching Arabic Literacy (Menu VI)	3
	COL 270	Introduction to Information Technology	3			
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>15</b>
<b>Year 3</b>	EDC 307	Middle Childhood and Adolescence	3	EDC 351	Education Studies II: Instructional Strategies ( <i>Term 1</i> )	3
	EDC 386	Literature for Children and Adolescents	3	EDC 351A	Practicum II ( <i>Term II</i> )	2
	PSY 310	Introduction to Helping Skills	3	EDC 354	Communicative Competence in English (Menu VI)	3
	EDC 350	Education Studies I: The Learner (Menu III) ( <i>Term 1</i> )	3	EDC 368	Communicative Competence in Arabic (Menu VI)	3
	EDC 350A	Practicum I ( <i>Term 2</i> )	1	PSY 410	Individual and Family Assessment	1
	EDC 315	Observation and Assessment ( <i>Term 2</i> )	2	HSC 350 or EDC 466	Health Promotion and Health Behavior and Social Development in the Family	3
	EDC 321	Classroom Management	3			
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>16</b>
<b>Year 4</b>	PSY 413	Individual and Family Intervention Strategies	3	EDC 490	Internship	9
	EDC 450	Education Studies III: Curriculum Design ( <i>Term 1</i> )	3	EDC 499	Capstone Seminar	3
	EDC 450A	Practicum III ( <i>Term 2</i> )	2			
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3			
	EDC 465	Teaching Students with Special Needs	3			
	EDC 432	Professional and Ethical Issues	3			
	<b>Total</b>		<b>17</b>	<b>Total</b>		<b>12</b>

**Total = 126 Credit Hours**

**Zayed University**  
**College of Education**  
**Bachelor of Science in Technology and Education**  
**(Joint with College of Information Technology)**  
**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	CIT 225	Introduction to Programming and Problem Solving	3
	COL 240	English Composition III	3	CIT 235 or CIT 255	Information Security Basics Networks and Telecommunications	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 245	Web Development	3
	COL 260	Environmental Science	3	CIT 365	Database Systems	3
	COL 270	Introduction to Information Technology	3	EDC 324	People with Special Needs (Menu III)	3
	CIT 210	Introduction to IT and Systems (Menu IV)	3	EDC 202	Human Development (Menu III)	3
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>18</b>
<b>Year 3</b>	Menu V	Non -CIT, Non-EDC Elective	3	CIT 345	Multimedia Systems	3
	CIT 375	Human Computer Interaction	3	EDC 395	Teaching Computer Technology	3
	EDC 321	Classroom Management	3	EDC 351	Education Studies II: Instructional Strategies (Term 1)	3
	EDC 341	Learning English in Schools (Menu VI) (Term 1)	2	EDC 351A	Practicum II (Term 2)	2
	EDC 341AL	Arabic Lab: Learning English in Schools (Menu VI) (Term 1)	1	EDC 354	Communicative Competence in English (Menu VI)	3
	EDC 350	Education Studies I: The Learner (Menu III) (Term 1)	3	EDC 368	Communicative Competence in Arabic (Menu VI)	2
	EDC 350A	Practicum I (Term 2)	1			
	<b>Total</b>		<b>16</b>	<b>Total</b>		<b>16</b>
<b>Year 4</b>	CIT 305	IT in Global and Local Cultures (Menu III)	3	EDC 490	Internship	9
	CIT 376	Game Development	3	EDC 499	Capstone Seminar	3
	EDC 450	Education Studies III: Curriculum Design (Term 1)	3			
	EDC 450A	Practicum III (Term 2)	2			
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3			
	EDC 465	Teaching Students with Special Needs	3			
	<b>Total</b>		<b>17</b>	<b>Total</b>		<b>12</b>

**Total = 127 Credit Hours**

# College of Information Technology

## Degrees

### *Bachelor of Science (B.S.)*

#### Major

Information Technology

#### Specializations

Security and Network Technologies

Web Technologies

### *Bachelor of Science (B.S.)*

#### Major

Information Systems and Technology  
Management (joint with College of Business  
Sciences)

### *Bachelor of Science (B.S.)*

#### Major

Technology and Education (joint with  
College of Education)

### *Bachelor of Science (B.S.)*

#### Major

Multimedia Design (joint with  
College of Arts and Sciences and College of  
Communication and Media Sciences)

### *Master of Science (M.S.) in Information Technology*

#### Specialization

Cyber Security

## Certificates

Graduate Certificate in High Technology Crime  
Investigation

Graduate Certificate in Information Security

Graduate Certificate in E-Archives and  
Information Management

## Faculty Listings

**Dean:** Leon Jololian

**Associate Dean:** Anthony Rhodes

**Professor:** Mario Guimaraes, Zakaria Maamar

**Associate Professors:** Fahim Akhter,  
Emad Bataineh, Patrick Doran,  
Qusay Mahmoud (Director, College of  
Information Technology Graduate Programs),  
Abdallah Tubaishat

**Assistant Professors:** Manar Abu Talib,  
Ibrahim Baggili, Maurice Danaher,  
Anrieta Dragonova, May El Barachi,  
Mohammed Lahkim, Huwida Said,  
Gregory Skulmoski, Bradley Young

**Instructor:** May Al Taie, Peter Cox

## *Introduction*

Information technology is a dynamic discipline that addresses the use of computing and information technology in business, education, government, and other organizations. The scope of the discipline includes the development of systems based on computer and information technology and the application of those systems to enhance enterprise operations. The work of information technology professionals is essential for effective operations in today's knowledge-based society.

## *Mission*

The College of Information Technology (CIT) seeks to produce graduates recognized by business, government, and educational entities in the United Arab Emirates, the Gulf region, and the rest of the world as having a sound, current, and comprehensive education in information technology systems. It also seeks to develop a strong applied research capacity in emerging technologies directed toward meeting the IT needs of the Gulf region.

The twofold mission of the college can be realized through the following goals:

*Goal 1:* Educate graduates who have:

- the ability to adapt to rapid change;
- the capacity for self-directed learning;
- good communication skills for an IT professional in both English and Arabic;
- a strong work ethic and experience working as an IT professional;
- an understanding of best business practices;
- sound IT skills based on hands-on experience with communication networks, databases, programming concepts and project management; and
- the capacity to identify, implement, and integrate new applications into existing human/computer systems.

*Goal 2:* Develop a strong base of research capacity to meet U.A.E. national needs in IT by:

- hiring and encouraging research-active faculty;
- involving undergraduate students in faculty research projects;
- developing a graduate education program that includes a research component; and

- actively seeking funding from the university, industry, and government agencies at all levels for research projects targeted to regional needs.

### **Academic Program**

The academic program of the College of Information Technology is practical, competency-based, and designed to prepare students for entry-level positions as information technology professionals. The topics covered in CIT course work include

- the role of information technology in global and Islamic society;
- the development of Internet business sites and electronic commerce;
- the role of information systems in business and government;
- fundamentals of computer programming, data analysis, and networking;
- database concepts, applications, and design;
- information systems analysis, design, and implementation; and
- information security, information assurance, and network security.

### **Zayed University Learning Outcomes**

College coursework and out-of-class experiences provide opportunities for students to develop competency and document achievement in the Zayed University Learning Outcomes (ZULOs). Student achievement in the ZULOs is assessed through the normal assessment process in each course by instructors. Advisors monitor the development process of ePortfolios and, during the fourth year, prior to internship, a team of major advisors and instructors assesses ZULO achievement levels and readiness for internship.

Demonstration of competencies in ZULOs related to the major is assessed as part of the capstone course and through periodic assessments by instructors and advisors during the undergraduate program.

### **Major Learning Outcomes and Assessment Protocols**

The College of Information Technology has established six learning outcomes that complement the learning outcomes of the Zayed University Academic Program Model. These Major Learning Outcomes form the basis for analysis and assessment that play an essential role in the continuous process of improvement. The Major Learning Outcomes for the College of IT are as follows:

- **Critical Thinking and Quantitative Reasoning in IT:** IT College graduates will be able to use critical thinking and quantitative processes to identify, analyze, and solve problems and evaluate solutions in an IT context.
- **Information Technology Application:** IT College graduates will be able to select existing and cutting-edge IT tools and procedures to develop modules and systems.
- **Information Technology Management:** IT College graduates will be able to assess and determine information resource requirements to develop solutions suitable for IT and business managers operating in a multinational and multicultural environment.
- **Information Technology Professional Practice:** IT College graduates will be able to work effectively in individual and group situations, understand how groups interact, assume a leadership role when required, and understand the fundamentals of professional and ethical conduct.
- **Information Technology Systems Theory and Practice:** IT College graduates will be able to understand and communicate the fundamentals of systems theory in the development of appropriate systems that function in a global environment.
- **Technical Communication (Bilingual):** IT College graduates will be able to express themselves effectively and efficiently in both English and Arabic while using the correct IT terms for each language.

### **Assessment Protocols**

The purpose of outcomes-based learning assessment is to improve the quality of learning and teaching in the College of Information Technology. It is founded on four fundamental principles:

- Student learning is the central focus of the college's efforts.
- Each student is unique and will express learning in a unique way.
- Students must be able to apply their learning beyond the classroom.
- Students should become effective, independent, lifelong learners as a result of their educational experience.

Assessment of the CIT Major Learning Outcomes (MALOs) begins with the normal assessment process in the major courses that are taken by students. Each course defines course outcomes and relates the course

outcomes to the MALOs. Students also prepare portfolios that reflect their achievements and capabilities, and the evaluation of the portfolios by a faculty committee represents the final assessment of a student's achievement in the MALOs.

### Relationship of Major Learning Outcomes with ZU Learning Outcomes

The Major Learning Outcomes of the College of Information Technology complement the Zayed University Learning Outcomes by:

- providing a disciplinary context for application of the ZULOs;
- setting an additional standard related to professional expectations of students; and
- combining interrelated MALOs and ZULOs to produce in-depth learning.

### Admission Criteria

The college requires that the applicant for admission to the major must fulfill the following requirements for acceptance:

- satisfactory completion of 42 semester credit hours or more;
- attainment of a cumulative GPA of 2.0 or higher;
- achievement of grades of "C-" or better in COL 110, COL 111, COL 140, COL 145, and COL 240; and
- achievement of passing grades ("D" or better) in COL 105, COL 120, COL 130, COL 135, COL 150, COL 155, COL 230, COL 250, COL 260, and COL 270.

COL 260 and COL 270 may be scheduled for semester three, four, or five. In addition to the University requirements, the college strongly recommends to prospective IT students that for their future success as IT majors they obtain a grade of "C" or better in CIT 210 Introduction to IT and Systems.

### College of Information Technology Curriculum: Information Technology

The College of Information Technology major is made up of *core courses* (60 hours, including 16 that also fulfill Colloquy requirements), *specialization courses* (12 hours), and *elective courses* (9 hours, including 3 required by Colloquy).

CIT 210	Intro to IT and Systems * (Menu IV)
CIT 215	Computing Foundations * (Menu IV)
CIT 225	Intro. to Programming/Problem Solving
CIT 235	Information Security Basics
CIT 245	Web Development
CIT 255	Networks and Telecommunications
CIT 300	Technical Writing* (Menu VI)
CIT 301	Technical Writing – Arabic* (Menu VI)
CIT 305	IT in Global/Local Cultures* (Menu III)
CIT 306	IT in Global/Local Cultures – Arabic* (Menu VI)
CIT 375	Human Computer Interaction
CIT 377	IT Project Management
CIT 315	Operating Systems Administration
CIT 320	Programming and Problem Solving I
CIT 360	Management of Information Systems
CIT 365	Database Systems
CIT 460	Systems Analysis/Design/Implementation
CIT 490	Internship
CIT 495	Independent Study
CIT 491	Research Methods
CIT 499	Capstone Project
plus	4 courses from one specialization
plus	2 elective courses from either the Information Technology or Business Colleges
plus	1 elective outside the college * (Menu V)
	* Taken as a colloquy Menu course

### Information Technology Specializations

Students select one of two specializations:

- Security and Network Technologies  
or
- Web Technologies.

#### Security and Network Technologies

This specialization prepares students to protect and secure information systems from threats and attack. Students also learn to apply IT in the design and development of secure computer networks and telecommunications.

CIT 235	Information Security Basics (core course)
CIT 255	Networks and Telecommunications (core course)
CIT 335	Information Security Technologies
CIT 350	Communication Networks I
CIT 355	Communication Networks II
CIT 430	Information Security Management

#### Web Technologies

This specialization prepares students to apply relevant information technologies to the design and building of websites and to internet development (e-commerce).

CIT 235	Information Security Basics (core course)
CIT 245	Web Development (core course)
CIT 340	Computer Graphics
CIT 345	Multimedia Systems
CIT 346	Dynamic Web Development
CIT 440	Enterprise Web Applications

***Curriculum: Information Systems and Technology Management  
(Joint with College of Business Sciences)***

The Colleges of Business Sciences and Information Technology jointly offer the B.S. degree in Information Systems and Technology Management. The emphasis is on the knowledge and skills needed to manage and apply IT to the computing requirements of enterprises. The program consists of courses in Business and courses in Information Technology.

The Information Systems and Technology Management major prepares students for positions such as system developers and business IT consultants. The U.A.E. has a strong need for professionals in these fields in both the government and private sector.

***Curriculum: Technology and Education  
(Joint with College of Education)***

The Colleges of Education and Information Technology jointly offer the B.S. in Technology and Education degree. The emphasis is on the knowledge and skills needed to manage an IT laboratory, provide instruction in basic technology skills, and serve as a resource for the use of educational technology. The Technology and Education major prepares students for positions such as trainers in technology, computer lab supervisors, consultants, and developers of educational technologies. Candidates take classes from both the College of Education and the College of Information Technology. The U.A.E. has a strong need for professionals in these fields in both the government and private sectors.

***Curriculum: Multimedia Design  
(Joint with College of Arts and Sciences  
and College of Communications and Media Sciences)***

The Colleges of Information Technology, Communication and Media Sciences, and Arts and Sciences jointly offer the B.S. in Multimedia Design. Emphasis is on acquiring the knowledge and skills in information technology, public media, and the arts to meet the growing demand by employers for multimedia graduates with broad expertise and a high level of leading-edge technical skills. The program encompasses the design, development, and deployment of interactive multimedia. It focuses on the effective management of current and emerging technologies and highlights innovation and entrepreneurship throughout the program. Graduates with a degree in Multimedia Design will be well prepared for both the public and

corporate sectors and will be able to manage and develop interactive multimedia initiatives ranging from software development to the design and management of live interactive corporate media systems. The program draws equally on faculty strength in the three colleges that support it.

***Internship***

Internships for academic credit add a significant workplace experience to a student's education. Students earn a minimum of six hours of academic credit for their internships during the final year. They gain valuable "on-the-job" work experience related to a chosen focus in information systems applications. In addition, internships permit students to interact with professionals in the fields of work in which they may one day have careers.

***Capstone Course***

During the capstone course, student teams complete a substantive project under the direction of the course instructor and, possibly, industry representatives. The project generally includes the following steps: requirement analysis, design, implementation, documentation, and release. Teams present a report on their projects before faculty and others. A Research Methods course is taken the semester before the capstone course to help the student prepare for the project.

***Graduation Requirements***

All students must meet the University's graduation requirements. To qualify for graduation in the College of Information Technology, a student must complete all course requirements satisfactorily and receive approval of the portfolio by a faculty committee. A grade of "C" or higher is required in each CIT course that is taken as a prerequisite for another required CIT course. In addition, the student must have a minimum GPA of 2.0 for all CIT courses that count toward core or major requirements.

***Research***

The faculty, students, and staff of the College of Information Technology are committed to conducting research in order to

- discover new or improved applications of information, communications, and computing technologies;
- seek opportunities for further discoveries through the creation of synergistic partnerships with other researchers and institutions;



- transfer new and improved applications to businesses, government ministries, and educational institutions;
- include discoveries and applications in the education of students at Zayed University; and
- acquire professional growth and an individual sense of accomplishment.

### ***Graduate Programs***

For more information on graduate programs offered by the College of Information Technology, see pages 143-147.

### ***Outreach and Engagement***

The College of Information Technology participates in outreach and engagement activities coordinated by the Institute for Community Engagement (see page 149).

**Zayed University**  
**College of Information Technology**  
**Bachelor of Science in Information Technology**  
**Specialization in Security and Network Technologies**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

		Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		
<b>Year 2</b>	COL 230	Islamic Civilization II	3	CIT 215	Computing Foundations (Menu IV)	3	
	COL 240	English Composition III	3	CIT 225	Introduction to Programming and Problem Solving	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 235	Information Security Basics	3	
	COL 260	Environmental Science	3	CIT 255	Networks and Telecommunications	3	
	COL 270	Introduction to Information Technology	3	CIT 300	Technical Writing (Menu VI)	3	
	CIT 210	Introduction to IT and Systems (Menu IV)	3	CIT 301	Technical Writing (Arabic) (Menu VI)	2	
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 3</b>	CIT 245	Web Development	3	CIT 305	IT in Global/Local Cultures (Menu III)	3	
	CIT 320	Programming and Problem Solving	3	CIT 306	IT in Global/Local Cultures (Arabic)	2	
	CIT 335	Information Security Technologies	3	CIT 315	Operating Systems Administration	3	
	CIT 350	Communication Networks I	3	Elective	BUS/CIT **	3	
	CIT 375	Human Computer Interaction	3	CIT 355	Communication Networks II	3	
	CIT 360	Management of Information Systems	3	CIT 365	Database Systems	3	
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 4</b>	Menu V	Non-College Elective	3	CIT 490	Internship	6	
	CIT 460	Systems Analysis/Design/Implementation	3	CIT 499	Capstone Project	6	
	CIT 377	IT Project Management	3	Elective**	BUS/CIT Elective	3	
	CIT 430	Information Security Management	3				
	CIT 491	Research Methods	3				
	<b>Total</b>			<b>15</b>	<b>Total</b>		

**Total = 127 Credit Hours**

\*\*Selected from an approved list

**Zayed University**  
**College of Information Technology**  
**Bachelor of Science in Information Technology**  
**Specialization in Web Technologies**

**Eight-Semester Curriculum Plan**  
(Recommended Sequence)

		Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
		<b>Total</b>	<b>15</b>			<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	CIT 215	Computing Foundations (Menu IV)	3	
	COL 240	English Composition III	3	CIT 225	Introduction to Programming and Problem Solving	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 245	Web Development	3	
	COL 260	Environmental Science	3	CIT 255	Networks and Telecommunications	3	
	COL 270	Introduction to Information Technology	3	CIT 300	Technical Writing (Menu VI)	3	
	CIT 210	Introduction to IT and Systems (Menu IV)	3	CIT 301	Technical Writing (Arabic) (Menu VI)	2	
			<b>Total</b>	<b>18</b>			<b>Total</b>
<b>Year 3</b>	CIT 235	Information Security Basics	3	CIT 305	IT in Global/Local Cultures (Menu III)	3	
	CIT 320	Programming and Problem Solving	3	CIT 306	IT in Global/Local Cultures (Arabic)	2	
	CIT 340	Computer Graphics	3	CIT 315	Operating Systems Administration	3	
	CIT 375	Human Computer Interaction	3	CIT 345	Multimedia Systems	3	
	CIT 360	Management of Information Systems	3	CIT 346	Dynamic Web Development	3	
					CIT 365	Database Systems	3
		<b>Total</b>	<b>15</b>			<b>Total</b>	<b>17</b>
<b>Year 4</b>	Menu V	Non-College elective	3	Elective**	BUS/CIT Elective	3	
	Elective**	BUS/CIT elective	3	CIT 490	Internship	6	
	BUS 377	IT Project Management	3	CIT 499	Capstone Project	3	
	CIT 440	Enterprise Web Applications	3				
	CIT 460	Systems Analysis/Design/Implementation	3				
	CIT 491	Research Methods	3				
		<b>Total</b>	<b>18</b>			<b>Total</b>	<b>12</b>

**Total = 127 Credit Hours**

\*\*Selected from an approved list

**Zayed University**  
**College of Information Technology**  
**Bachelor of Science in Information Systems and Technology Management**  
**(Joint with College of Business Sciences)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

	Semester 1		Credits	Semester 2		Credits
Year 1	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3
	COL 120	Colloquium	3	COL 105	Career Exploration	3
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3
	COL 140	English Composition I	3	COL 145	English Composition II	3
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3
	<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>
Year 2	COL 230	Islamic Civilization II	3	ECN 202	Understanding Macroeconomics (Menu III)	2
	COL 240	English Composition III	3	BUS 209	Management Decision Sciences	3
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 225	Introduction to Programming and Problem Solving	3
	BUS 202	Financial Accounting	4	CIT 300	Technical Writing (Menu VI)	3
	CIT 210	Introduction to IT and Systems (Menu IV)	3	CIT 301	Technical Writing (Arabic)	2
				COL 270	Introduction to Information Technology	3
	<b>Total</b>		<b>16</b>	<b>Total</b>		<b>16</b>
Year 3	COL 260	Environmental Science	3	CIT 235	Information Security Basics	3
	BUS 309	Introduction to Management	3	CIT 365	Database Systems	3
	BUS 310	Introduction to Marketing	3	BUS 308	Introduction to Finance	3
	CIT 245	Web Development	3	BUS 407	Language in the Workplace (Menu VI)	3
	CIT 255	Networks and Telecommunications	3	BUS 407AL	Arabic Lab II (Menu VI)	1
	CIT 360	Management of Information Systems	3	BUS 413	Accounting Information Systems	3
	<b>Total</b>		<b>18</b>	<b>Total</b>		<b>16</b>
Year 4	CIT	Elective	3	CIT/BUS 490	Internship	7
	CIT	Elective	3	BUS 402	Strategic Management	4
	CIT 460	Systems Analysis / Design / Implementation	3	BUS 499 or CIT 499	Senior Seminar or Capstone Project	4 3
	BUS 401	Business Leadership	3			
	BUS 417 or CIT 491	Essentials of Research Writing for Business or Research Methods	2 3			
	Elective	Non-CIT/BUS Elective (Menu V)	3			
	<b>Total</b>		<b>17/18</b>	<b>Total</b>		<b>14/13</b>

**Total = 127 Credit Hours**

**Zayed University**  
**College of Information Technology**  
**Bachelor of Science in Technology and Education**  
**(Joint with College of Education)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

		Semester 1		Credits	Semester 2		Credits
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
		<b>Total</b>		<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 2</b>	COL 230	Islamic Civilization II	3	CIT 225	Introduction to Programming and Problem Solving	3	
	COL 240	English Composition III	3	CIT 235 or CIT 255	Information Security Basics Networks and Telecommunications	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	CIT 245	Web Development	3	
	COL 260	Environmental Science	3	CIT 365	Database Systems	3	
	COL 270	Introduction to Information Technology	3	EDC 324	People with Special Needs (Menu III)	3	
	CIT 210	Introduction to IT and Systems (Menu IV)	3	EDC 202	Human Development (Menu III)	3	
		<b>Total</b>		<b>18</b>		<b>Total</b>	<b>18</b>
<b>Year 3</b>	Menu V	Non -CIT, Non-EDC Elective	3	CIT 345	Multimedia Systems	3	
	CIT 375	Human Computer Interaction	3	EDC 395	Teaching Computer Technology	3	
	EDC 321	Classroom Management	3	EDC 351	Education Studies II: Instructional Strategies (Term 1)	3	
	EDC 341	Learning English in Schools (Menu VI) (Term 1)	2	EDC 351A	Practicum II (Term 2)	2	
	EDC 341AL	Arabic Lab: Learning English in Schools (Menu VI) (Term 1)	1	EDC 354	Communicative Competence in English (Menu VI)	3	
	EDC 350	Education Studies I: The Learner (Menu III) (Term 1)	3	EDC 368	Communicative Competence in Arabic (Menu VI)	2	
	EDC 350A	Practicum I (Term 2)	1				
		<b>Total</b>		<b>16</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>	CIT 305	IT in Global and Local Cultures (Menu III)	3	EDC 490	Internship	9	
	CIT 376	Game Development	3	EDC 499	Capstone Seminar	3	
	EDC 450	Education Studies III: Curriculum Design (Term 1)	3				
	EDC 450A	Practicum III (Term 2)	2				
	EDC 460	Learning Technologies in the Classroom (Menu IV)	3				
	EDC 465	Teaching Students with Special Needs	3				
		<b>Total</b>		<b>17</b>		<b>Total</b>	<b>12</b>

**Total = 127 Credit Hours**

**Zayed University**  
**College of Information Technology**  
**Bachelor of Science in Multimedia Design**  
**(Joint with College of Arts and Sciences and College of**  
**Communication and Media Sciences)**

**Eight-Semester Curriculum Plan**  
**(Recommended Sequence)**

		Semester 1		Credi	Semester 2		Credi
<b>Year 1</b>	COL 111	Mathematical Modeling with Functions (preceded as required by MTH 101 Basic Mathematics)	3	COL 110	Mathematical Modeling with Data	3	
	COL 120	Colloquium	3	COL 105	Career Exploration	3	
	COL 130	Arabic Concepts	3	COL 135	Islamic Civilization I	3	
	COL 140	English Composition I	3	COL 145	English Composition II	3	
	COL 150	Global Awareness I: Emerging Civilizations	3	COL 155	Global Awareness II: Imperial Encounters	3	
	<b>Total</b>			<b>15</b>	<b>Total</b>		
<b>Year 2</b>	COL 230	Islamic Civilization II	3	COL 260	Environmental Science	3	
	COL 240	English Composition III	3	ART 251	Basic Design (Menu IV)	3	
	COL 250	Global Awareness III: The Twentieth Century and Globalization	3	COM 210	Media Storytelling I (Menu VI)	4	
	COL 270	Introduction to Information Technology	3	ARA 240	Media Storytelling in Arabic I (Menu VI)	3	
	ART 201	Principles of Design	3	CIT 210	Introduction to IT and Systems	3	
	COM 280	New Media (Menu IV)	3	CIT 225	Introduction to Programming and Problem Solving	3	
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 3</b>	ART 351	Graphic Design I	3	ART 376	Animation I	3	
	ART 357	Designing for the Web I	3	COM 321	Video and Audio Production	3	
	ART 375	3D Modeling	3	COM 382	Multimedia Production	3	
	COM 380	Web Design and Publishing	3	CIT 345	Multimedia Systems	3	
	CIT 255	Networks and Telecommunications	3	Menu III	ART history course or CIT 305 IT in Global and Local Cultures	3	
	CIT 375	Human Computer Interaction	3				
	<b>Total</b>			<b>18</b>	<b>Total</b>		
<b>Year 4</b>	ARA 340	Media Storytelling in Arabic II (Menu VI)	3	ART 490 or CIT 490 or COM 490	Internship	6	
	ART 377	Animation II	3	ART 499 or CIT 499 or COM 499	Capstone	3	
	CIT 376	Game Development	3	Elective	300- or 400- level elective in ART, CIT, or COM	3	
	CIT 371	Mobile Computing	3				
	Menu V Elective	300- or 400- level elective other than ART, CIT, or COM	3				
	<b>Total</b>			<b>15</b>	<b>Total</b>		

**Total = 127 Credit Hours**

# **International College**

## **Introduction and Mission**

Operational in September, 2010, International College leads strategic internationalization at Zayed University in alignment with global best practices. The College's mandate includes cultivating international institutional relationships; incubating and managing international advanced-study initiatives; fostering both inbound and outbound international opportunities for students and faculty; and delivering innovative academic offerings. In so doing, International College will further develop Zayed University's international reputation and will increase the quality and quantity of academic and scholarly opportunities available to the ZU community. Four categories of activities will advance the strategic goals of International College.

## **Leading Strategic Internationalization**

By articulating a strategy for systematic internationalization, and by setting goals and benchmarks, International College will take the lead on building actionable international partnerships. Primary emphasis will be on international offerings that are in close alignment with the curriculum. By maintaining a strategic overview, International College will be positioned to devolve broad implementation of Memorandums of Understanding (MoUs) to the various programs, colleges, and units of ZU. This function includes cultivation of existing MoUs and careful establishment of new partnerships. Recent examples of MoUs in progress connect ZU with Durham University, Lund University (Sweden), Geneva University, National University Singapore, and Chungnam National University (Korea).

## **Incubating and Managing Advanced-Study Initiatives**

Relevant centers, institutes, research groups, and new academic initiatives will be hosted and promoted by International College. The goal remains to increase research output at ZU, particularly by creating links with established and reputable international partners and by building synergies between existing programs and subject-specific groups.

Examples in progress include the Confucius Institute/Chinese Academy and the King Sejong Institute (Korea).

## **Fostering Study Abroad and Teaching Abroad**

International College will develop study abroad opportunities (inbound and outbound) in line with ZU's strategic goals and in close support of the curriculum. A Study Abroad Office, housed in the College, will spearhead these efforts. By revising the protocols for outbound study abroad trips and by serving as a clearinghouse of information for foreign study opportunities and international internships, International College will serve the student population. Through international partnerships, International College will develop opportunities for faculty exchanges, short-term postings (inbound and outbound), and visiting professorships. Recent examples include: the study abroad process review; the LUISS (Rome) Masters in Innovation Management scholarships; the Pembroke Oxford Summer program; the Kyung Hee University (Korea) Summer Program; the Erasmus Mundus Gulf Lot; and the Sciences Po/EPDOP (Paris and London) short course.

## **Developing Innovative Academic Offerings**

As International College grows to become an integral part of Zayed University, academic offerings will come on line. International internships and service learning options that leverage foreign partnerships, close involvement with the Women as Global Leaders and Conversation on Leadership programs, the International Honors Semester (combining ZU students with foreign students), International College Short Courses, credit-based language training, and Asian Studies are all in planning. In academic year 2010-2011 International College will offer an international symposium on the recent oil spill off the shore of the United States (in conjunction with the University of South Florida), a short course on land economy and Abu Dhabi 2030 (in conjunction with Fitzwilliam College, Cambridge), and a short course on comparative social and economic development (in conjunction with National University Singapore).

# Graduate Programs

## Introduction

As part of its mission to support the economic and social advancement of the United Arab Emirates, Zayed University offers high quality course-based programming at the graduate level. Professional masters degree programs in business, communications, diplomacy and international relations, education, health care administration, public administration, and information technology offer advanced training for recent graduates as well as mid-career professionals seeking to upgrade their skills.

For selected programs, Zayed University partners with some of the world's leading educational institutions to bring new opportunities for advancement to the U.A.E. Zayed University's masters degree programs are fully accredited by the Ministry of Higher Education and Scientific Research.

The University also offers graduate certificate programs in which a student completes

an approved set of credit-bearing graduate courses in order to address a specified objective. Graduate certificate programs are currently offered in Health Care Administration, Business Administration, Diplomacy and International Affairs, E-Archive and Information Management, High Technology Crime Investigation, Information Security, School Leadership for Principals, Teaching and Learning (Primary), and Tourism and Cultural Communication.

For students satisfying admission criteria, Zayed University Graduate Certificates may be upgraded to the affiliated masters degree. Program descriptions, including admission and graduation requirements, for each of the graduate degree and certificate programs are provided in the following sections.

The University's academic policies for undergraduate programs govern graduate programs, except as specifically altered in regard to particular issues such as grading and academic progress.

## Admissions and Fees

### Admission Requirements

#### Prerequisites

- A four-year baccalaureate degree with a grade point average (GPA) of 2.5 or higher from an accredited university.
- **Executive Masters** degree applicants (EMBA, EMHCA, and EMPA) must have at least three years of mid- to upper-level management experience.
- **Executive Masters in Business Administration and Master of Science in International Business** degree applicants are required to have a basic knowledge of accounting, finance, economics, and statistics prior to gaining entry into the masters program. Applicants may therefore be required to successfully complete appropriate pre-program courses at the discretion of the Admissions Committee. Students who have completed the equivalent courses at other institutions will be exempted from this requirement.
- The language of instruction is English. Student success is closely tied to English proficiency. Applicants must meet one of the following requirements:
  - An IELTS score of 5.5
  - A TOEFL paper-based score of 550
  - TOEFL computer-based score of 213 (220 for applicants to College of Communication and Media Sciences)
  - TOEFL internet-based score of 79

If the applicant has a baccalaureate degree from a university in which English is the language of instruction **and** the university is located in a country where the principal language is English, the proficiency examination will be waived.



## Other Admission Requirements

- **Transcript**  
Applicants are required to submit an official transcript with an English translation (if in another language) from the university granting the degree. Transcripts in Arabic must be translated into English. The transcript should indicate the degree and when it was received. If the transcript does not include this information, an official degree certificate must be submitted. If the degree is awarded by a foreign university, an equivalency letter from the U.A.E. Ministry of Higher Education and Scientific Research recognizing the degree must be submitted.

- **Essay**  
Applicants, other than Master of Education degree applicants, are required to submit a 250-word essay stating what the degree would mean to the applicant's career. Essays should be submitted in typewritten form in English.

Applicants for the Master of Education program must write two essays in English, each limited to two typewritten pages. The first essay must describe the aptitude and motivation for graduate study in education, preparation for the field of study, academic plans, and future career goals. The second essay must explain how the applicant's personal background informs the decision to pursue the Master of Education in Educational Leadership. Any educational, familial, cultural, economic, or social experience should be included. The essay should also discuss how the applicant might assist in improving education in the country. Applicants will also complete a short essay or memorandum during the interview process.

- **Writing Sample**  
Applicants for Master of Arts programs must include, in addition to the essay, a writing sample in English (preferably a technical document such as a report; an academic essay is also acceptable). The writing sample should be limited to five typewritten pages.

- **Writing Proficiency**  
The orientation for the Master of Education program prepares degree students for academic reading and writing. Tutoring is available by appointment.
- **Letter of Sponsorship**  
If employed, applicants must include a letter of sponsorship from the employer. There are two types of organizational support: one is support of the endeavor itself, that is, recognizing that the applicant will be required to invest considerable time to complete the program and supporting the candidate's efforts to pursue the degree. The second one is financial support. It is not necessary to obtain financial support from the employer. However, financial support of the applicant's effort to enhance his/her value to the organization is a statement of commitment by the employer. Both letters must be sealed and signed across the flap.
- **Recommendation Letters**  
Applicants must include two letters of recommendation. One letter should be from the applicant's current line manager/supervisor. The second letter might be from a colleague or other individual with whom the applicant has worked. Letters from former teachers or professors are also appropriate, especially for applicants who do not have work experience. Both letters must be sealed and signed across the flap.
- The letters of recommendation should address the following questions and points:
  - How long have you known the applicant and in what capacity?
  - What do you consider to be the applicant's primary strengths and weaknesses?
  - Comment on the applicant's interpersonal skills.
  - Comment on the applicant's potential for career success after completing the degree.
  - Comment on the applicant's ability to handle demands on the job and in a rigorous academic program simultaneously.

- Discuss the applicant's ability to work on team-oriented tasks. On a scale of one to ten (one being the lowest and ten the highest), how would you rate the applicant's current overall leadership ability?
- Interview  
A successful interview in English with the Admissions Committee is required to confirm interest in the program and academic preparedness. Applicants may be requested to submit a writing sample during the interview.
- Technology Expertise  
Applicants must be able to use email, the Internet, and Microsoft Word, OR be willing to develop technical expertise prior to the beginning of the program.

Students must have their own laptop computer with the following minimum specifications: Intel Dual Core (2.40GHz,3MB) processor, 512MB RAM graphics memory, 250GB hard disk drive, 4096 MB RAM memory, 8X DVD+/-RW Drive, 56.6K V.92 modem, built-in Wireless 6200 (802.11 a/g/Draft-n 2x2) card and English Windows Vista Home Basic SP2 (32Bit OS) operating system.

### Other Requirements

- A completed application form
- A current resume
- A passport copy
- Two passport-size photos

### Application Procedure

#### Application

Admission is open to males and females of all nationalities.

An important factor in the success of the graduate programs is the quality of the participants. Zayed University seeks highly motivated individuals who can make a strong personal commitment to the time requirements of the program.

The size of each entering class is limited, which ensures a group of highly qualified and committed participants. To ensure a quality education, cohort sizes will be limited to 24-27 applicants. The application is the candidate's introduction to the Admissions Committee. All materials should be submitted in typewritten form in English. A carefully assembled and professional set of application materials will strengthen the case for admission to the program.

### Application Process

- Download and complete the appropriate Application for Graduate Program Admission form at [http://www.zu.ac.ae/gradstudies/docs/Application\\_Form.pdf](http://www.zu.ac.ae/gradstudies/docs/Application_Form.pdf).
- Forward the completed application form with supporting documents to the Office of Graduate Studies.

### Program Costs

Program costs that appear on pages 119-120 include orientation, tuition, textbooks, course notes, access to library facilities and computing services, support of the Zayed University Computing Services staff, and onsite meals and refreshments.

A non-refundable fee of AED 400 must accompany the application. A non-refundable cohort registration fee of 10% of the total tuition fee must be paid a minimum of 5 working days before the Orientation Day of the program to guarantee enrolment in the program.

### Scholarships

Graduate scholarships are available to qualified graduate applicants other than *Master of Education* and *Graduate Certificate* applicants.

The graduate scholarships are valued at AED 25,000, AED 35,000 and AED 50,000 and are awarded on the basis of academic merit as determined by the grade point average (GPA) from the last 20 courses of an applicant's undergraduate degree.

### Grants

Each year (Jan 31 - Dec 31), a small number of grants, valued at a maximum of 50 % of program tuition, are made available to academically qualified students of all nationalities admitted to a Zayed University graduate program. Grants are awarded on the basis of financial need. Application forms are available from the Office of Graduate Studies.

### Contact

The Office of Graduate Studies  
Zayed University  
P.O. Box 4783  
Abu Dhabi, U.A.E.  
Tel: +971-2-599-3605  
Fax: +971-2-446-7443  
Web: [www.zu.ac.ae/gradstudies](http://www.zu.ac.ae/gradstudies)  
E-mail: [gradadmin@zu.ac.ae](mailto:gradadmin@zu.ac.ae)

Masters Programs		
College	Program	Cost
<b>College of Arts and Sciences</b>	Executive Masters in Health Care Administration (EMHCA)	AED 128,000
	Executive Masters in Public Administration (EMPA)	AED 128,000
	Master of Arts (M.A.) in Diplomacy and International Affairs	AED 128,000
<b>College of Business Sciences</b>	Executive Masters in Business Administration (EMBA)	AED 128,000
	Master of Science (M.S.) in International Business	AED 128,000
<b>College of Communication &amp; Media Sciences</b>	Master of Arts (M.A.) in Communications (Specialization in Tourism and Cultural Communication)	AED 96,000
<b>College of Education</b>	Master of Education (M.Ed.) (Specialization in Educational Leadership)	AED 84,000
	Master of Education (M.Ed.) (Specialization in School Administration)	AED 84,000
	Master of Science (M.S.) Teaching and Learning	AED 84,000
<b>College of Information Technology</b>	Master of Science (M.S.) in Information Technology (Specialization in Cyber Security)	AED 96,000

Graduate Certificate Programs		
College	Program	Cost
<b>College of Arts and Sciences</b>	Graduate Certificate in Health Care Administration	AED 40,000
	Graduate Certificate in Diplomacy and International Affairs	AED 60,000
<b>College of Business Sciences</b>	Graduate Certificate in Business Administration	AED 40,000
<b>College of Communication &amp; Media Sciences</b>	Graduate Certificate in Tourism and Cultural Communication	AED 32,000
<b>College of Education</b>	Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary)	TBA
	Graduate Certificate in Advanced Professional Study in School Leadership for Professionals	TBA
<b>College of Information Technology</b>	Graduate Certificate in High Technology Crime Investigation	AED 40,000
	Graduate Certificate in Information Security	AED 40,000
	Graduate Certificate in E-Archive and Information Management	TBA

# College of Arts and Sciences

## *Executive Masters in Health Care Administration (EMHCA)*

### **Introduction**

The Executive Masters in Health Care Administration (EMHCA) program is offered in partnership with the University of Houston-Clear Lake and the University of North Carolina. The participation of partner universities allows the program to select experts in their respective fields of study who bring a depth of knowledge and an emphasis on practical application, both of which are essential to creating a relevant masters degree program.

### **Objective**

The EMHCA program gives students the knowledge and skills necessary for upper-middle management and senior management levels in healthcare organizations. Designed for students possessing either an administrative or a clinical background, the program specifically prepares managers who can effectively respond to the dynamic and changing healthcare industry at the local and international level.

### **Learning Outcomes**

The EMHCA program provides graduates with the capacity to efficiently manage and lead their individual health organizations. It equips graduates with the tools necessary to examine and evaluate issues and trends in the healthcare industry critically. Ultimately, EMHCA graduates will be empowered with the knowledge and the skills to positively influence the future of the healthcare system in the United Arab Emirates.

### **Faculty**

The EMHCA courses are taught by select professors of Zayed University and partner university faculty who have earned doctorates and acquired diverse international research experience.

### **Curriculum**

The EMHCA program is designed to prepare graduate students for senior managerial and leadership roles in their healthcare organizations. The curriculum is firmly grounded in the functional areas of the business enterprise, with a focus on the healthcare industry.

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops

to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The EMHCA curriculum is tailored to the needs of healthcare managers in the United Arab Emirates and consists of the following twelve courses:

#### **Year One**

- EHCA 600 Ethical, Legal, and Social Issues in Healthcare
- EHCA 601 Managing in the Health Environment
- EHCA 602 Human Resource Management
- EHCA 603 Accounting for Decision Making
- EHCA 604 Leadership and Strategy in Health Administration
- EHCA 605 Quantitative Methods and Computing for Managers

#### **Year Two**

- EHCA 606 Comparative Healthcare Systems
- EHCA 607 Managerial Epidemiology
- EHCA 609 Health Economics and Financial Management
- EHCA 610 Quality Improvement in Healthcare
- EHCA 611 Healthcare Planning and Marketing
- EHCA 613 Healthcare Information Management

Graduate students in the program will also complete a local internship and/or an international field trip (or a research project in lieu of).

### **Course Delivery Format**

The format for delivering the EMHCA program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program consists of twelve courses delivered over a 24-month time frame.

Faculty members utilize an innovative mix of on-site and off-site delivery systems that accommodates working graduate students. The on-site (in-classroom) instruction for each course is normally conducted every six and

one-half weeks on a Thursday, Friday, and Saturday in full day sessions. The off-site (distance learning) instruction is provided through videotaped instruction on CDs, Blackboard courseware, and e-mail system and course management features provided by the Zayed University Computing Services department. These tools, used to deliver the off-site computer-based portion of the curriculum, are complemented by videoconferencing between the partner faculty and the graduate students in the program. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access source materials.

## **College of Arts and Sciences**

### ***Executive Masters in Public Administration (EMPA)***

#### ***Introduction***

The Executive Masters in Public Administration (EMPA) program is offered in partnership with Indiana University and The University of Utah. The participation of partner universities allows the program to select experts in their respective fields of study who bring a depth of knowledge and an emphasis on practical application, both of which are essential to creating a relevant master's degree program.

The Gulf Arab States, and in particular the U.A.E., are in the process of transforming their public administration systems. Most of the governments in the region have traditionally promoted developmental activities, provided citizens with many social services, maintained an income-tax-free environment, and provided employment in the public sector to citizens. The reform process tries to deal with some of the difficult aspects of this ambitious agenda through promoting a leaner public sector and effective policy implementation. EMPA graduates will have mastered the skills and the knowledge to lead this important transformation.

The EMPA program offers an option for students wishing to specialize in the area of police administration. The curriculum for the police administration option substitutes three specialized police administration courses in the normal EMPA curriculum (see Curriculum for details).

#### ***Objective***

The objective of the EMPA program is to prepare senior public administrators to become leaders in the field of public policy

#### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university. In addition, applicants must have at least three years of mid- to upper-level management experience and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

#### ***Graduation Requirements***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

and administration at both local and international levels.

#### ***Learning Outcomes***

The EMPA program aims to educate public-sector administrators in the best practices of public administration, making them able to assimilate and process information from their community, their region, and the world and to develop and implement policy that will efficiently serve the U.A.E.'s ambitious development plans. New public managers must be skilled in modern management and public administration methods and should be aware of how those methods work in other countries. Furthermore, they should be leaders who can bring other administrators up to their high standards of achievement.

#### ***Faculty***

The EMPA courses are taught by select professors of Zayed University and partner university faculty who have earned doctorates and diverse international research experience.

#### ***Curriculum***

The EMPA program is designed to prepare graduate students for senior managerial and leadership roles in their organizations. The curriculum is firmly grounded in the functional areas of the business enterprise.

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The

EMPA curriculum consists of the following twelve courses:

#### **Year One**

- EMPA 502 Governance in a Global Context
- EMPA 503 Comparative Public Sector Administration (or EMPA 520 Criminology: The Sociology and Economics of Crime - for Police students)
- EMPA 504 Public Human Resource Management
- EMPA 505 Quantitative and IT Methods for Public Policy and Administration
- EMPA 506 Applied Research Methods in Public Policy and Administration
- EMPA 507 Public Policy Formulation and Analysis

#### **Year Two**

- EMPA 508 Public Sector Budgeting and Finance
- EMPA 509 Program Evaluation (or EMPA 521 Strategic Police Management – for Police students)
- EMPA 510 The Practice of Public Administration (or EMPA 522 Future Directions in Policing – for Police students)
- EMPA 511 Strategic Leadership for Organizational Improvement
- EMPA 512 Legal and Ethical Issues in the UAE: The Public Administration Context
- EMPA 599 Capstone Seminar

#### ***Course Delivery Format***

The format for delivering the EMPA program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program

consists of 12 six and one-half week courses delivered over a 24-month time frame.

Faculty members utilize an innovative mix of on-site and off-site delivery systems that accommodates working graduate students. The four-day on-site (in-classroom) instruction for each course is normally conducted every six and one-half weeks on a Saturday and Sunday and the following Friday and Saturday in full day sessions. The off-site (distance learning) instruction is provided through videotaped instruction on CDs, course materials customized on Blackboard courseware, and e-mail system and course management features provided by the Zayed University Computing Services department.

These tools used to deliver the off-site computer-based portion of the curriculum are complemented by videoconferencing between partner institution faculty and the graduate students in the program. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access source materials.

#### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university. In addition, applicants must have at least three years of mid- to upper-level management experience and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

#### ***Graduation Requirements***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

# College of Arts and Sciences

## *Master of Arts (M.A.) in Diplomacy and International Affairs*

### **Introduction**

Zayed University educates and trains the future generation of diplomats from the United Arab Emirates, as well as professionals from around the world, for successful careers in diplomacy and international affairs.

### **Objective**

The Master of Arts (M.A.) in Diplomacy and International Affairs program seeks to educate a new generation of world diplomats. The interdisciplinary program, focused on the United Arab Emirates and Gulf region, prepares professionals ready to contribute with innovative ideas to the challenges and opportunities of the 21<sup>st</sup> century in the public and private sectors.

### **Learning Outcomes**

The program will prepare professionals capable of:

- representing the interests of the United Arab Emirates to other states and to multilateral institutions;
- demonstrating strong knowledge of the contemporary history of the United Arab Emirates, the Gulf region, and the Middle East;
- showing a professional knowledge of the major canons in International Law, their applications, and practical limitations;
- articulating the economic challenges present in a global economy;
- submitting sound analyses and critical perspectives on global security challenges; and
- conducting research in the field of diplomacy, and presenting policy options to their governments.

### **Faculty**

The graduate courses in the Master of Arts in Diplomacy and International Affairs program are taught by select professors of Zayed University faculty who have doctorate degrees and diverse international research experience.

### **Curriculum**

At the beginning of the Master of Arts in Diplomacy and International Affairs program, students take an intensive one-day orientation. The orientation offers a number of workshops to introduce students to the program, during

which students are introduced to Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations.

The interdisciplinary nature of the Master of Arts in Diplomacy and International Affairs program guarantees the preparation of versatile professionals knowledgeable about local and international contemporary history, the characteristics and major elements of an interconnected global economy, the law of the nations, and modern theories in international politics.

The intensive academic training is combined with workshops designed to equip students with the written and oral language skills as well as the analytical tools that allow them to communicate effectively with their own governments, the general public, and the press, as well as the leadership training to transform participants into effective and successful diplomats.

In order to earn a Master of Arts in Diplomacy and International Affairs degree, students must complete a minimum of 30 credit hours of study. Eighteen (18) credit hours must be taken from core courses, six (6) credit hours from Area Studies, and six (6) credit hours from elective courses or approved independent study courses.

### **Core Courses**

- HSS 623 International Relations
- HSS 633 Diplomatic History: The Shaping of Contemporary International Affairs
- HSS 643 International Political Economy
- HSS 653 Public Diplomacy
- HSS 663 The UAE: Political and Administrative Structure\*
- International Relations of the U.A.E.\*

### **Elective Courses**

- The Gulf States\*
- International Security Issues\*
- International Negotiation\*
- Crisis Management\*
- Development and Underdevelopment\*
- Migration and International Affairs\*
- International Criminal Jurisdiction\*



- Human Rights\*
- The Politics of Oil\*

### **Area Studies**

- Europe and the European Union\*
- African Politics\*
- Latin American Politics\*
- People's Republic of China in the 21<sup>st</sup> Century\*
- Politics of East Asia\*
- Southwest Asia\*
- The Russian Federation and its Neighbors\*

*\*Courses pending final approval*

### **Course Delivery Format**

The format for delivering the Master of Arts in Diplomacy and International Affairs program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program is delivered over a 24-month time frame. Faculty members utilize an innovative mix of on-site and off-site delivery systems that accommodates working graduate students. The on-site (in-classroom) instruction for each

course is normally conducted in the evenings on weekdays. The off-site (distance learning) instruction is provided through videotaped instruction on CDs, course materials customized on Blackboard courseware, and e-mail system and course management features provided by the Zayed University Computing Services department. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access source materials.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

### **Graduation Requirement**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

## **College of Arts and Sciences** ***Master of Arts in Design***

The Master of Arts in Design program is currently under review and will not be offered in the academic year 2010-2011.

For further information, please contact the Office of Graduate Studies (details at page 116).

## **College of Arts and Sciences** ***Graduate Certificate in Health Care Administration***

### **Introduction**

The Graduate Certificate in Health Care Administration program offered in partnership with the University of North Carolina comprises four key courses of the Executive Masters in Health Care Administration program. It is expected that in most cases the program will be completed within nine months.

### **Objective**

The objective of the Graduate Certificate in Health Care Administration program is to prepare individuals with a medical background for a transition to a senior management position in the healthcare industry. Specifically, the program seeks to introduce future leaders to contemporary functional and comparative issues that impact on a changing healthcare industry at both a local and international level.

### ***Learning Outcomes***

On completion of the Graduate Certificate in Health Care Administration program, graduates will be able to:

- understand management issues associated with healthcare administration;
- have an overview of comparative healthcare systems and options available;
- have a framework for making critical human resource management decisions; and
- understand ethical implications for the industry.

### ***Faculty***

The graduate certificate courses are taught by select professors of Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

### ***Curriculum***

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The curriculum of the Graduate Certificate in Health Care Administration program consists of the following four courses:

- EHCA 600 Ethical, Legal, and Social Issues in Healthcare
- EHCA 601 Managing in the Health Environment
- EHCA 602 Human Resource Management
- EHCA 606 Comparative Healthcare Systems

### ***Course Delivery Format***

The format for delivering the Graduate Certificate in Health Care Administration program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program consists of four courses delivered over a 12-month time frame.

Faculty members utilize an innovative mix of on-site and off-site delivery systems that accommodates working graduate students. The on-site (in-classroom) instruction for each course is normally conducted every six and one-half weeks on a Thursday, Friday, and Saturday in full day sessions. The off-site (distance learning) instruction is provided through videotaped instruction on CDs, Blackboard courseware, and e-mail system and course management features provided by the Zayed University Computing Services department. These tools, used to deliver the off-site computer-based portion of the curriculum, are complemented by videoconferencing between US partner faculties and the graduate students in the program. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access source materials.

### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree or equivalent with a minimum GPA of 2.5 or higher from an accredited university. In addition, applicants must have at least three years of mid- to upper-level management experience and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

### ***Completion Requirement***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

### ***Movement to Executive Masters in Health Care Administration (EMHCA)***

Courses successfully completed with a "B" or higher grade may be transferable into a subsequent Zayed University masters degree program; however, admission into the Graduate Certificate in Health Care Administration program does not guarantee admission into the Executive Masters in Health Care Administration program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

# College of Arts and Sciences

## *Graduate Certificate in Diplomacy and International Affairs*

### **Introduction**

Zayed University educates and trains the future generation of diplomats from the United Arab Emirates, as well as professionals from around the world, for successful careers in diplomacy and international affairs.

### **Objective**

The Graduate Certificate in Diplomacy and International Affairs seeks to educate a new generation of world diplomats. The interdisciplinary program, focused on the United Arab Emirates and Gulf region, prepares professionals ready to contribute with innovative ideas to the challenges and opportunities of the 21<sup>st</sup> century in the public and private sectors.

### **Learning Outcomes**

The program will begin to prepare professionals capable of:

- representing the interests of the United Arab Emirates to other states and to multilateral institutions;
- demonstrating strong knowledge of the contemporary history of the United Arab Emirates, the Gulf region, and the Middle East;
- showing a professional knowledge of the major canons in International Law, their applications, and practical limitations;
- articulating the economic challenges present in a global economy;
- submitting sound analyses and critical perspectives on global security challenges; and
- conducting research in the field of diplomacy, and presenting policy options to their governments.

### **Faculty**

The Graduate Certificate in Diplomacy and International Affairs courses are taught by select professors of Zayed University faculty who have earned doctorates and acquired diverse international research experience.

### **Curriculum**

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program, during which students are introduced to Blackboard (virtual classroom software), case study and

analysis, library resources, and the writing of reports and reference citations.

The interdisciplinary nature of the Graduate Certificate in Diplomacy and International Affairs program guarantees the preparation of versatile professionals knowledgeable about local and international contemporary history, the characteristics and major elements of an interconnected global economy, the law of the nations, and modern theories in international politics.

The intensive academic training is combined with workshops designed to equip diplomats with the written and oral language skills as well as the analytical tools that allow them to communicate effectively with their own governments, the general public, and the press, as well as the leadership training to transform participants into effective and successful diplomats.

In order to earn a Graduate Certificate in Diplomacy and International Affairs, students must complete a minimum of twelve credit hours of study. Six (6) graduate credit hours must be taken from core courses and six (6) from elective courses, from which at least one (1) course has to be from Area Studies.

### **Core Courses**

- HSS 623 International Relations
- HSS 633 Diplomatic History: The Shaping of Contemporary International Affairs
- HSS 643 International Political Economy
- HSS 653 Public Diplomacy
- HSS 663 The UAE: Political and Administrative Structure\*
- International Relations of the U.A.E.\*

### **Elective Courses**

- The Gulf States\*
- International Security Issues\*
- International Negotiation\*
- Crisis Management\*
- Development and Underdevelopment\*
- Migration and International Affairs\*
- International Criminal Jurisdiction\*
- Human Rights\*
- The Politics of Oil\*

## Area Studies

- Europe and the European Union\*
- African Politics\*
- Latin American Politics\*
- People's Republic of China in the 21<sup>st</sup> Century\*
- Politics of East Asia\*
- Southwest Asia\*
- The Russian Federation and its Neighbors\*

*\*Courses pending final approval*

### **Course Delivery Format**

The format for delivering the Graduate Certificate in Diplomacy and International Affairs program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program is delivered over a 12-month time frame. Faculty members utilize an innovative mix of on-site and off-site delivery systems that accommodates working graduate students. The on-site (in-classroom) instruction for each course is normally conducted in the evenings on weekdays. The off-site (distance learning) instruction is provided through videotaped instruction on CDs, Blackboard courseware, and e-mail system and course management features provided by the Zayed University Computing Services department. Students and faculty interact frequently to exchange e-mail, transfer

files, submit papers, and access source materials.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

### **Completion Requirement**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

### **Movement to Master of Arts (M.A.) in Diplomacy and International Affairs**

Courses successfully completed with a "B" or higher grade may be transferable into a subsequent Zayed University masters degree program; however, admission into the Graduate Certificate in Diplomacy and International Affairs program does not guarantee admission into the Master of Arts in Diplomacy and International Affairs program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

# College of Business Sciences

## *Executive Masters in Business Administration (EMBA)*

### **Introduction**

The Executive Masters in Business Administration (EMBA) program is a general management program offered in partnership with Clemson University and Oklahoma State University. The program is firmly grounded in the functional areas of the business enterprise. Additional courses are designed to introduce managers to developments significantly impacting business, including technological advances, globalization, and the internet economy.

The participation of partner universities allows the EMBA program to select experts in their respective fields of study who bring a depth of knowledge and an emphasis on practical application, both of which are essential to creating a business-relevant masters degree program.

### **Objective**

The EMBA program prepares experienced U.A.E. managers for senior leadership roles in their organizations.

### **Learning Outcomes**

Upon successful completion, graduates will have demonstrated, in an interdisciplinary and integrative fashion, the ability to:

- compete successfully in a global business environment;
- use business information systems appropriately;
- think critically, solve problems, and be creative;
- communicate effectively in the business environment; and
- use interpersonal skills in a business environment.

### **Faculty**

The EMBA courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

### **Curriculum**

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The

curriculum of the EMBA program consists of the following twelve courses:

#### **Year One**

- BUS 663 Organizational Behavior and Leadership
- BUS 610 Accounting
- BUS 666 Managerial Economics
- BUS 640 Human Resource Management
- BUS 680 Marketing Management
- BUS 630 Corporate Finance

#### **Year Two**

- BUS 660 Entrepreneurship
- BUS 667 Operations Management
- BUS 668 International Law and Business Ethics
- BUS 650 Enterprise Systems Management
- BUS 631 International Finance and Banking
- BUS 620 Capstone Seminar in Global Business Strategy

### **Course Delivery Format**

The format for delivering the EMBA program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program consists of 12 six and one-half week courses delivered over a 24-month time frame. Faculty members utilize a mix of in-classroom and distance learning instruction. The in-classroom instruction for each course is normally conducted every six and one-half weeks on a Thursday, Friday, and Saturday in full day sessions. Additional off-site lectures are provided on CDs. Blackboard customized courseware, with e-mail and course management features, is used to deliver the offsite computer-based portion of the curriculum. Portions of some courses involve videoconferencing. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access course materials during courses.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university. In addition, applicants must have at least three years of mid- to upper-level management

experience and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

Executive Masters in Business Administration degree applicants are required to have a basic knowledge of accounting, finance, economics and statistics prior to gaining entry into the main masters program. Applicants may therefore be required to successfully complete appropriate pre-program courses at the discretion of the Admissions Committee.

## **College of Business Sciences**

### ***Master of Science (M.S.) in International Business***

#### ***Introduction***

The Master of Science (M.S.) in International Business program offered in partnership with Thunderbird School of Global Management prepares future leaders to succeed in the dynamic world of global business. The program addresses the needs of individuals without extensive senior management experience and is firmly grounded in the functional areas of international business. Additional courses are designed to introduce managers to developments significantly impacting business, including technological advances, globalization, and the internet economy.

The participation of the partner university allows the Master of Science in International Business program to select experts in their respective fields of study who bring a depth of knowledge and an emphasis on practical application, both of which are essential to creating a business-relevant masters degree program.

#### ***Objective***

The Master of Science in International Business program prepares graduates for senior leadership roles in their organizations.

#### ***Learning Outcomes***

The Master of Science in International Business program aims to provide participants with a broad and in-depth knowledge of the skills, tools, and processes they need to adopt if they are to attain positions of leadership. Upon successful completion of the Master of Science in International Business program, graduates will have a knowledge and understanding of:

Students who have completed the equivalent courses at other institutions will be exempted from this requirement.

#### ***Graduation Requirement***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of the graduate degree.

- the nature of managing business in an international context and the complex pressures toward globalization and internationalization of business;
- the ethical and cultural factors that impact on business management in an international context;
- the dynamics of organizational change and development within an international context;
- the opportunities and challenges presented by regional and emergent economies; and
- information technologies as they impact upon organizations and inform management decision making in a changing organizational environment.

#### ***Faculty***

The graduate courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

#### ***Curriculum***

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. A special session is conducted in leadership development. The curriculum of the Master of Science in International Business program consists of the following twelve courses:

#### **Year One**

- BUS 663 Organizational Behavior and Leadership
- BUS 610 Accounting

- BUS 666 Managerial Economics
- BUS 640 Human Resource Management
- BUS 680 Marketing Management
- BUS 630 Corporate Finance

## Year Two

- BUS 669 Cross Cultural Management
- BUS 667 Operations Management
- BUS 668 International Law and Business Ethics
- BUS 664 Global Business Strategy
- BUS 631 International Finance and Banking
- BUS 620 Capstone Seminar in Global Business Strategy

### **Course Delivery Format**

The format for delivering the program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. The program consists of 12 six and one-half week courses over a 24-month time frame. Faculty members utilize a mix of in-classroom and distance learning instruction. The in-classroom instruction for each course is normally conducted every six and one-half weeks on a Thursday, Friday, and Saturday in full day sessions. Additional off-site lectures are provided on CDs. Blackboard customized courseware, with e-mail and course management features, is used to deliver the

offsite computer-based portion of the curriculum. Portions of some courses involve videoconferencing. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access course materials during courses.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

Master of Science in International Business degree applicants are required to have a basic knowledge of accounting, finance, economics and statistics prior to gaining entry into the main masters program. Applicants may therefore be required to successfully complete appropriate pre-program courses at the discretion of the Admissions Committee. Students who have completed the equivalent courses at other institutions will be exempted from this requirement.

### **Graduation Requirement**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

## **College of Business Sciences Master of Science (M.S.) in Finance**

The Master of Science (M.S.) in Finance program is currently under review and will not be offered in the academic year 2010-2011.

For further information, please contact the Office of Graduate Studies (details at page 116)

## **College of Business Sciences Master of Science (M.S.) in Innovation and Entrepreneurship**

The Master of Science (M.S.) in Innovation and Entrepreneurship program is currently under review and will not be offered in the academic year 2010-2011.

For further information, please contact the Office of Graduate Studies (details at page 116)

# College of Business Sciences

## *Graduate Certificate in Business Administration*

### **Introduction**

The Graduate Certificate in Business Administration, offered in partnership with Clemson University and Oklahoma State University, is a general management program. The graduate certificate program is firmly grounded in the functional areas of the business enterprise. The graduate certificate program comprises the first four courses of the Executive Masters in Business Administration degree. It is expected that in most cases the program will be completed within nine months.

The participation of partner universities allows the graduate certificate program to select experts in their respective fields of study who bring a depth of knowledge and an emphasis on practical application, both of which are essential to creating a business-relevant graduate certificate program.

### **Objective**

The objective of the graduate certificate program is to give experienced managers access to selected graduate courses that will further enhance their ability to provide leadership in their organizations.

### **Learning Outcomes**

Participants will be able to:

- understand management issues associated with business organizations;
- use routine accounting information for effective decision making;
- have a framework for making critical human resource management decisions; and
- understand issues surrounding the management of organizational financial resources.

### **Faculty**

The graduate certificate courses are taught by select professors from Zayed University and partner university faculty who have earned doctorates and acquired diverse international research experience.

### **Curriculum**

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program, during which students are introduced to Blackboard

(virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The curriculum of the Graduate Certificate in Business Administration program consists of the following four courses:

- BUS 663 Organizational Behavior and Leadership
- BUS 610 Accounting
- BUS 666 Managerial Economics
- BUS 640 Human Resource Management

### **Course Delivery Format**

Faculty members utilize a mix of in-classroom and distance learning instruction that accommodates working graduates. The in-classroom instruction for each course is normally conducted every six and one-half weeks on Thursday, Friday, and Saturday in full day sessions. Additional off-site lectures are provided on CDs. Blackboard customized courseware, with e-mail and course management features, is used to deliver the offsite computer-based portion of the curriculum. Portions of some courses involve videoconferencing. Students and faculty interact frequently to exchange e-mail, transfer files, submit papers, and access course materials during courses.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university. In addition, applicants must have at least three years of mid- to upper-level management experience and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

Graduate Certificate in Business Administration program applicants are required to have a basic knowledge of accounting, finance, economics and statistics prior to gaining entry into the program. Applicants may therefore be required to successfully complete appropriate pre-program courses at the discretion of the Admissions Committee. Students who have completed the equivalent courses at other institutions will be exempted from this requirement.



**Completion Requirement**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

**Movement to Executive Masters in Business Administration (EMBA)**

Courses successfully completed with a "B" or higher grade may be transferable into a

subsequent Zayed University masters degree program; however, admission into the Graduate Certificate in Business Administration program does not guarantee admission into the Executive Masters in Business Administration program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

# College of Communication and Media Sciences

## *Master of Arts (M.A.) in Communications*

### *Specialization in Tourism and Cultural Communication*

#### **Introduction**

In line with Zayed University's commitment to promote the continuing development and prosperity of the U.A.E., the College of Communication and Media Sciences offers, in partnership with the University of Florida, a Master of Arts (M.A.) in Communications (Specialization in Tourism and Cultural Communication) program.

This distinctive combination of communication and tourism capitalizes on proven graduate studies formulas at the best international institutions which offer communication and/or tourism degrees at the graduate level. It blends a broad theoretical, empirical, and professional knowledge of communications and media with understanding of the concepts, systems, and practices of tourism and special events.

#### **Objective**

The Master of Arts in Communications (Specialization in Tourism and Cultural Communication) program is designed to prepare tourism professionals to become leaders who can effectively respond to the dynamic and changing tourism industry at the local and international levels. The program empowers professionals who seek to advance to upper-middle management and senior management levels in tourism organizations with the necessary knowledge and skills required for their success. It will enable them to achieve academic and professional growth in their field, to contribute effectively to the growth of their profession, and to be active participants in the economic development of the country.

#### **Learning Outcomes**

The Master of Arts in Communications (Specialization in Tourism and Cultural Communication) program will equip participants to be future leaders in the tourism industry. Participants in the program will:

- attain a global and regional understanding of current trends and directions in tourism and related industries;
- develop critical, analytical, and research competence in the study of communication and media as they relate to tourism, including measuring and understanding consumer trends;

- understand the role played by new information technologies in the tourism industries;
- learn strategies for developing integrated marketing communication campaigns that serve organizational and/or corporate objectives;
- understand linkages between tourism communications and local culture and heritage, especially in the U.A.E. context; and
- develop best professional and leadership practices that enhance the success and effectiveness of the organization and its staff.

#### **Faculty**

The graduate program courses are taught by select faculty from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

#### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced program.

Candidates do not need an undergraduate degree in communication to pursue a master's degree in this program. However, if they were not communication or media majors, they will be required to take preparatory work as necessary. This will be determined on a case-by-case basis. Prospective students may be allowed to take qualifying coursework at another institution.

Sufficient and appropriate professional experience may be substituted for the preparatory coursework at the discretion of the College.

#### **Curriculum**

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations.

The curriculum consists of the following twelve courses:

#### **Year One**

- COM 501 Foundations of Communication Studies
- COM 502 Introduction to Communication Research
- COM 520 Tourism Principles and Practices
- COM 522 Tourism Communication
- COM 504 Cross Cultural Communication
- COM 506 Understanding Consumer Trends

#### **Year Two**

- COM 521 Strategic Planning and Development
- COM 523 Event and Festival Planning and Promotion
- COM 525 Tourism in the U.A.E. and MENA Region
- COM 550 Applied Research Seminar\*
- COM 551 Advanced Research Project I\*
- COM 552 Advanced Research Project II\*

*\*Courses pending final approval*

#### **Course Delivery Format**

The format for delivering the Masters (M.A.) in Communications (Specialization in Tourism and Cultural Communication) program is designed to minimize time away from work and family while maximizing interaction with

fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction that accommodates working graduates. The program consists of 12 six-week courses delivered over a 24-month time period. The in-classroom instruction for each course is conducted every weekend in a full-day session over the six-week period.

The degree program takes an integrated approach to advanced academic study that enables students to relate their course work to their daily professional activities. Assessment will be continuous throughout the program, using a combination of case studies, research projects, written papers, and presentations and relying on both formal and informal faculty and peer-review activities.

Each student's program of study will culminate in a significant piece of research, preferably tied to their current professional duties. The advanced research project will be evaluated through established procedures of faculty committee review.

#### **Graduation Requirements**

Graduate students must maintain a minimum grade point average of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

## **College of Communication and Media Sciences** **Graduate Certificate in Tourism and Cultural Communication**

#### **Introduction**

The Graduate Certificate in Tourism and Cultural Communication program is offered in partnership with the University of Florida. The Certificate comprises the first four courses of the Master of Arts (M.A.) in Communications (Specialization in Tourism and Cultural Communication) program. The Graduate Certificate program meets the needs of those who have earned a baccalaureate degree and wish to obtain a foundation in tourism communication without committing to a full master's program. It also offers the opportunity for students to continue on to complete the full graduate program.

#### **Objective**

The Graduate Certificate in Tourism and Cultural Communication program will provide

an introduction to tourism communication and enable students to gain core knowledge and skills to prepare them for a new career area or a specialization within the industry.

#### **Learning Outcomes**

The Graduate Certificate in Tourism and Cultural Communication program will prepare participants to meet the growing demand for qualified tourism professionals. Participants in the program will:

- attain a global and regional understanding of current trends and directions in tourism and related industries;
- understand the role played by new information technologies in tourism;
- learn strategies for developing

- integrated marketing communication campaigns that serve organizational and/or corporate objectives;
- understand linkages between tourism communications and local culture and heritage, especially in the U.A.E. context; and
- develop best professional and leadership practices that enhance the success and effectiveness of the organization and its staff.

### ***Faculty***

The graduate program courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

### ***Curriculum***

At the beginning of the program, students take an intensive one-day orientation seminar. The orientation offers a number of workshops to introduce students to the program including Blackboard (virtual classroom software), case study and analysis, library resources, and the writing of reports and reference citations. The curriculum consists of the following four courses:

- COM 501 Foundations of Communication Studies
- COM 502 Introduction to Communication Research
- COM 520 Tourism Principles and Practices
- COM 522 Tourism Communication

### ***Course Delivery Format***

The format for delivering the Graduate Certificate in Tourism and Cultural Communication program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction that accommodates working

graduates. The program consists of four six-week courses delivered over a 12-month time period. The in-classroom instruction for each course is conducted every weekend in a full-day session over the six-week period.

The Graduate Certificate in Tourism and Cultural Communication program takes an integrated approach to advanced academic study that enables students to relate their course work to their daily professional activities. Assessment will be continuous throughout the program, using a combination of case studies, research projects, written papers, and presentations and relying on both formal and informal faculty and peer-review activities.

### ***Completion Requirement***

Graduate students must maintain a minimum grade point average of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate program.

### ***Movement to Master of Arts (M.A.) in Communications, Specialization in Tourism and Cultural Communication***

Courses successfully completed with a "B" or higher grade may be transferable into a subsequent Zayed University masters degree program; however, admission into the Graduate Certificate in Tourism and Cultural Communication program does not guarantee admission into the Master of Arts in Communications program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

# College of Education

## *Master of Education (M.Ed.)*

### *Specialization in Educational Leadership*

#### **Introduction**

The Master of Education (M.Ed.) Specialization in Educational Leadership program offered in partnership with the University of Washington's (UW) College of Education in Seattle, Washington is designed to meet the needs and interests of educational leaders and those aspiring to be leaders in the many dynamic fields associated with education such as school directors, principals, coordinators, trainers, and Ministry personnel in the United Arab Emirates. Designed on an outcomes-based model, the program ensures that students graduate with the ability to apply best practice in educational leadership to meet the changing needs of students in the 21<sup>st</sup> century.

Leaders' work in education involves engagement in a rapidly changing world. Central to the vision of Zayed University's College of Education is the belief that faculty and students should assert moral, ethical, and professional leadership that contributes to the transformation of education to meet the needs of the United Arab Emirates. This vision aligns with the goal of the United Arab Emirates to ensure quality education for all U.A.E. nationals.

The College of Education expects all graduate students to demonstrate professionalism, to understand and use the professional knowledge base appropriately, to develop cultural responsiveness, and to demonstrate global awareness.

#### **Objectives**

Through a commitment to academic excellence, the Master of Education Specialization in Educational Leadership program seeks to develop highly competent, confident, and professional leaders in education who are prepared to assume positions of responsibility, contribute to an improved future for all students, and strengthen and modernize the educational system of the United Arab Emirates.

#### **Learning Outcomes**

*The program will prepare leaders to understand:*

- the role of leadership in developing effective educational environments;

- the influence of policy on education and leadership;
- the application of current, credible learning theory and approaches to assessment;
- planning and change theory and implementation;
- the impact and strategic use of resource allocation and human resources;
- principles and practices of community leadership, effective communication, interpersonal relationships, and public relations; and
- the design of inquiry and the use of information management.

In addition, education leaders are expected to have the skills to:

- work collaboratively;
- apply and assess current technologies for educational improvement;
- examine current research and development in a range of settings, including the U.A.E., that inform best practice in educational leadership;
- manage ongoing change and foster collaboration in the educational community;
- manifest a professional code of ethics and values;
- assume stewardship of the vision of the educational organization; and
- accept responsibility for the improvement of the educational setting for all learners.

#### **Faculty**

The graduate courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

#### **Curriculum**

Prior to formal coursework, students participate in an orientation program where they are introduced to the nature and requirements of the program, some of the major issues involved in being a graduate student, the facilities offered in the program such as the library, online databases and other resources, the Curriculum Resource Center, academic reading and writing preparation, and ways of communicating with faculty. During this orientation students form small, informal

working teams to provide support for each other during the entire program.

The Master of Education Specialization in Educational Leadership curriculum consists of twelve courses delivered over a 24-month time frame. The courses are linked to three strands that are based on key aspects of educational leadership. Areas of study include the following:

#### **Strategic Leadership**

- EDC 632 Strategic Leadership in Education
- EDC 601 Introduction to Educational Research
- EDC 602 Models of Educational Research
- EDC 635 Assessment and Evaluation
- EDC 695 Research Seminar

#### **Learning and Instructional Leadership**

- EDC 653 Education Standards in an International Context
- EDC 654 Leadership, Entrepreneurship, and Learning
- EDC 655 Social, Community, and Family Contexts of Education

#### **Organizational Leadership**

- EDC 640 Leading Educational Organization

- EDC 637 Human Performance and Resource Management
- EDC 636 Educational Improvement and Systemic Change
- EDC 656 Educational Leadership and Organizational Behavior

#### ***Course Delivery Format***

Each of the courses is offered during either a ten week period or an intensive period in January and May/June. Each course includes face to face- instruction in addition to out-of-class activities conducted independently or through technology applications that complement the course interactions. All courses are based on 15 contact hours per credit.

#### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

#### ***Graduation Requirements***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work, receive a pass in the comprehensive examination, and complete a final project in fulfillment of the requirements of the masters degree.

## **College of Education**

### ***Master of Education (M.Ed.)***

### ***Specialization in School Administration***

#### ***Introduction***

The Master of Education, Specialization in School Administration program offered in partnership with the University of Washington's (UW) College of Education in Seattle, Washington is designed to develop the knowledge base, management skills, and personal attributes that allow individuals to advance professionally and to provide executive leadership to public schools. The program is especially organized to meet the professional goals of individuals desiring administrative positions in public schools. To accomplish this goal, the program provides high quality curriculum and instruction to prepare aspiring school leaders for the

complex responsibilities of principalship. The program of study support the practical needs of school leaders in their day-to-day work through problem- and field-based learning opportunities and encourages students to expand their thinking to recognize and develop the capacities required of school leaders in the 21<sup>st</sup> century. Classes are planned in a logical and careful manner to build upon knowledge gained in the program.

The College of Education expects all graduate students to demonstrate professionalism, to understand and use the professional knowledge base appropriately, to develop

cultural responsiveness, and to demonstrate global awareness.

### **Objective**

The Master of Education Specialization in School Administration program is designed to equip graduates with the knowledge, skills, and attitudes that will enhance their efforts in successfully achieving the goals of the United Arab Emirates regarding educational reform.

### **Learning Outcomes**

By completion of the program of study, graduates will be able to:

- collect, analyze, and interpret educational data and determine how it should be used for school improvement;
- manage information efficiently and effectively using appropriate technologies;
- use a variety of supervisory models to improve teaching and learning;
- assess student progress using a variety of techniques and interpret standardized test data;
- evaluate and develop curriculum and instruction that is appropriate for varied learning styles and specific to student needs;
- identify and apply appropriate professional development programs for school staff;
- identify student and family conditions that influence learning and develop programs to involve families and the community in the school;
- establish operational plans and processes to fulfill strategic goals, using practical applications;
- implement appropriate management techniques and group processes;
- develop an efficient budget planning process; and
- complete and present a capstone project resulting from the application of the strategic, instructional, organizational, and contextual program outcomes. The capstone will be a synthesis of knowledge and research useful to practicing school principals in the workplace.

In addition, school administrators are expected to have the skills to:

- work collaboratively;
- apply and assess current technologies for educational improvement;
- examine current research and development in a range of settings,

including the U.A.E., that inform best practice in school administration;

- manage ongoing change and foster collaboration in the educational community;
- manifest a professional code of ethics and values; and
- accept responsibility for the improvement of the educational setting for all learners.

### **Faculty**

The graduate courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

### **Curriculum**

Prior to formal coursework, students participate in an orientation program where they are introduced to the nature and requirements of the program, some of the major issues involved in being a graduate student, the facilities offered in the program such as the library, online databases and other resources, the Curriculum Resource Center, academic reading and writing preparation, and ways of communicating with faculty. During this orientation students form small, informal working teams to provide support for each other during the entire program.

The Master of Education Specialization in School Administration curriculum consists of twelve courses delivered over a 24-month time frame. Courses are organized within four areas based on international standards for school leadership development and culminate with an internship. Students begin their final project in their first research course and develop a school improvement study in their school. Courses within each domain are the following:

#### **Strategic Leadership**

- EDC 651 Leading Effective Schools
- EDC 601 Introduction to Educational Research
- EDC 603 Using Data for School Improvement
- EDC 635 Assessment and Evaluation
- EDC 695 Research Seminar

#### **Managerial Leadership**

- EDC 652 Leadership for School Problem Solving
- EDC 637 Human Performance and Resource Management

## **Instructional Leadership**

- EDC 633 Applied Learning for Educational Leaders
- EDC 638 Guiding and Analyzing Effective Teaching
- EDC 634 Curriculum Leadership

## **Family and Community Collaboration**

- EDC 639 Student, School, and Community Collaboration
- EDC 699 Internship for School Administrators

### ***Course Delivery Format***

Each of the courses will be offered during either a ten-week period or an intensive period in January and May/June. Each course includes face-to-face instruction, in addition to out-of-class activities conducted independently or through technology applications that

complement the course interactions. All courses are based on 15 contact hours per credit.

### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

### ***Graduation Requirements***

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work, receive a pass in the comprehensive examination, and complete a final project in fulfillment of the requirements of the masters degree.

## **College of Education**

### ***Master of Education (M.Ed.)***

#### ***Specialization in Special Education***

The Master of Education (M.Ed) Specialization in Special Education is currently under review and will not be offered in the academic year 2010-2011.

For further information, please contact the Office of Graduate Studies (details at page 116)

## **College of Education**

### ***Master of Science (M.S.) Teaching and Learning***

#### ***Introduction***

The Master of Science (M.S.) Teaching and Learning program offered in partnership with the University of Washington's (UW) College of Education in Seattle, Washington is designed to enhance the knowledge and skills of practicing professional teachers. The masters degree is for experienced teachers who want to learn the best of what research shows about the science and practice of learning and teaching. Research shows that the quality of a student's teacher affects that student through a lifetime. Today's school reform has shifted attention from how teachers teach to how students learn and what teachers must know and be able to do to facilitate student learning. Teachers must understand student

development and how students learn. Qualified teachers are the key to economic success of any country. Teachers have need for continuous renewal of teaching skills and expertise. In particular, teachers need to upgrade their knowledge regarding what the World Bank (2008) calls *transversal skills* that will enable secondary school graduates to adapt to changes in society and the labor market. Teaching these skills requires a paradigm shift in pedagogy to include "inquiry-based learning and the adaptation of teaching to the learning capacity of individual students" that require new competencies of teachers.

The Master of Science Teaching and Learning is a professional degree that incorporates research about the practice of teaching and



how students learn. Students who complete the degree will be prepared to be teacher leaders, professional development leaders or supervisors/technical assistance providers in their school. The program is based on the best of what is known from research about how students learn and pedagogical processes.

### ***Objective***

Through a commitment to academic excellence, the Master of Science Teaching and Learning program develops highly competent, confident, and professional graduates who are prepared to be accomplished teachers and to contribute to effective schooling.

### ***Learning Outcomes***

The program will prepare teachers who can:

- analyze learner characteristics that influence student development and academic achievement;
- consider various theories of learning and review research on brain-based learning;
- understand/investigate the professional practice as the critical link between standards, assessments, and student achievement of outcomes;
- evaluate curriculum options and the linkages between assessment-based curriculum and instructional strategies;
- examine differentiated instruction for students with special needs;
- investigate instructional reading strategies, literacy materials, and assessment approaches in K-12 reading education;
- explore and practice teaching strategies for appropriate subject fields including development of activities, materials, lesson plans, and micro-teaching for higher-order thinking skills;
- apply concepts, techniques, and theories learned in courses to classroom settings;
- enhance learning through activities and methodologies that engage all sensory modalities;
- integrate learning across curriculum areas; and
- facilitate student inquiry skills and student ownership and direction in their own learning.

In addition, accomplished teachers are expected to have the skills to:

- work collaboratively;
- apply and assess current technologies for educational improvement;
- examine current research and development in a range of settings, including the U.A.E., that inform best practice in teaching;
- manifest a professional code of ethics and values;
- assume stewardship of pedagogical processes and assessment; and
- accept responsibility for the improvement of the educational setting for all learners.

### ***Faculty***

The graduate courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience.

### ***Curriculum***

Prior to formal coursework, students participate in an orientation program where they are introduced to the nature and requirements of the program, some of the major issues involved in being a graduate student, the facilities offered in the program such as the library, online databases and other resources, the Curriculum Resource Center, academic reading and writing preparation, and ways of communicating with faculty. During this orientation students form small, informal working teams to provide support for each other during the entire program.

The Master of Science Teaching and Learning curriculum consists of 10 courses delivered over a 24-month time frame. The curriculum consists of the following courses:

- EDC 650 Science of Cognition and Learning
- EDC 661 Implementing a Research-based Framework for Education
- EDC 665 Teaching in a Complex World
- EDC 662 Using Technology in the Classroom
- EDC 663 Using Assessment for Learning
- EDC 664 The Intersection of Development and Learning
- EDC 646 Implementing Inclusive Education
- EDC 668 Developing the School as a Learning Community
- EDC 667 Knowing and Teaching
- EDC 695 Research Seminar

### **Course Delivery Format**

Each of the courses will be offered during either a ten-week period or an intensive period in January and May/June. Each course includes face-to-face instruction, in addition to out-of-class activities conducted independently or through technology applications that complement the course interactions. All courses are based on 15 contact hours per credit.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a

four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program.

### **Graduation Requirements**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work, receive a pass in the comprehensive examination, and complete a final project in fulfillment of the requirements of the masters degree.

## **College of Education**

### **Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary)**

#### **Introduction**

The Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary) program targets practicing primary teachers who have not had the opportunity to complete a teacher training program and who wish to prepare themselves with the latest pedagogy for the 21<sup>st</sup> century schools.

The quality of a teacher impacts student achievement and school engagement. The program is designed to support teacher development of skills necessary for facilitating literacy and numeracy development, as well as creating engaging environments, assessment and use of assessment data to monitor student development, and developing capacity for the inclusion of students with mild special needs in high achieving schools.

#### **Objective**

The goal of the Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary) program is to prepare primary teachers in schools in the United Arab Emirates to develop strong literacy and numeracy development skills, collect and evaluate assessment data, and differentiate instruction to increase student success and achievement.

#### **Learning Outcomes**

By completion of the program, primary teachers will be able to:

- analyze learner characteristics that influence student development, academic achievement and identify appropriate learning experiences;
- consider, understand and implement a variety of theories of learning;
- understand and investigate professional practice as the critical link between standards, assessment, and student achievement;
- evaluate technology and integrated curriculum options and their connections to assessment and instructional strategies;
- examine differentiated instruction for all students, including students with special needs;
- investigate language development, instructional reading and writing strategies, literacy materials and assessment approaches in K-5 language education;
- investigate numeracy development, instructional mathematics strategies, numeracy materials and assessment approaches in K-5 mathematics learning;
- analyze and practice teaching strategies for content areas including the development of learning activities, instructional materials, lesson plans and teaching for higher order thinking skills;
- evaluate and apply strategies and techniques found in effective classrooms in classroom settings;
- enhance learning through activities and methodologies that engage a variety of sensory modalities;
- facilitate student inquiry skills and student ownership/direction of their own learning; and

- continue to develop professionally as an educator through a variety of means.

### **Faculty**

The graduate certificate courses are taught by select professors from Zayed University faculty who have doctorate degrees and administrative experience and are recognized practitioners from the field of school administration.

### **Curriculum**

The Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary) curriculum consists of four courses delivered over a 12-month time frame. The courses are the following:

- EDC 511 Literacy Learning K-5
- EDC 512 Teaching and Learning Mathematics K-5
- EDC 663 Using Assessment for Learning
- EDC 646 Implementing Inclusive Education

### **Course Delivery Format**

Each of the courses includes face-to-face instruction in addition to out-of-class activities contextualized in the student's work assignment. The courses will be highly practical and supported by a solid theory base in adult learning, leadership, and administration. All courses are based on 15 contact hours per credit.

## **College of Education**

### **Graduate Certificate in Advanced Professional Study in School Leadership for Principals**

#### **Introduction**

The Graduate Certificate in Advanced Professional Study in School Leadership for Principals program targets practicing and aspiring principals who wish to prepare themselves to lead U.A.E. schools of the 21<sup>st</sup> century.

As the quality of a principal affects teachers' satisfaction, parents' perceptions about a school, and the academic performance of a school, the program is designed to support development of skills necessary for leadership in high achieving schools.

#### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

#### **Graduation Requirements**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

#### **Movement to the Master of Science (M.S.) Teaching and Learning**

Students successfully completing the Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary) program with a "B" or higher grade in all courses, will be permitted to transfer 2 course credits to the Master of Science (M.S.) Teaching and Learning program. However, admission into the Graduate Certificate in Advanced Professional Study in Teaching and Learning (Primary) program does not guarantee admission into the Master of Science (M.S.) Teaching and Learning program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

#### **Objective**

The goal of the Graduate Certificate in Advanced Professional Study in School Leadership for Principals program is to prepare school principals in the United Arab Emirates to lead in a time of educational development and reform for purposes of increasing student success and achievement.

#### **Learning Outcomes**

By completion of the program of study, graduates will be able to:

- collect, analyze, and interpret educational data and determine how it should be used for school improvement;
- manage information efficiently and effectively using appropriate technologies;
- use a variety of supervisory models to improve teaching and learning;
- assess student progress by using a variety of techniques and interpret standardized test data;
- develop and evaluate curriculum and instruction that is appropriate for varied learning styles and specific to student needs;
- identify and apply appropriate professional development programs for school staff;
- identify student and family conditions that influence learning and develop programs that involve families and the community in the school;
- establish operational plans and processes to fulfill strategic goals, using practical applications;
- implement appropriate management techniques and group processes;
- develop an efficient budget planning process; and
- understand the changing role of principalship and its role in educational reform in the United Arab Emirates.

### **Faculty**

The graduate certificate courses are taught by select professors from Zayed University faculty who have earned doctorates and elementary teaching experience, as well as recognized practitioners from the field.

### **Curriculum**

The Graduate Certificate in Advanced Professional Study in School Leadership for Principals curriculum consists of 6 courses delivered over a 12-month time frame. The courses are the following:

- EDC 501 Social Context of Schools in the U.A.E.
- EDC 502 Establishing a Framework for Successful Schools
- EDC 651 Leading Effective Schools

- EDC 634 Curriculum Leadership
- EDC 638 Guiding and Analyzing Effective Teaching
- EDC 637 Human Performance and Resource Management

### **Course Delivery Format**

Each of the courses includes face-to-face instruction in addition to out-of-class activities contextualized in the student's work assignment. The courses will be highly practical and supported by a solid theory base in adult learning, leadership, and administration. All courses are based on 15 contact hours per credit.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

### **Graduation Requirements**

Graduate students must maintain a minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

### **Movement to the Master of Education (M.Ed) Specialization in School Administration**

Students successfully completing the Graduate Certificate in Advanced Professional Study in School Leadership for Principals program with a "B" or higher grade in all courses, will be permitted to transfer four course credits to the Master of Education (M.Ed) Specialization in School Administration program. However, admission into the Graduate Certificate in Advanced Professional Study in School Leadership for Principals program does not guarantee admission into the Master of Education (M.Ed) Specialization in School Administration program. Students, if admitted, must request transfer of completed graduate certificate course credits to the masters degree program.

# College of Information Technology

## *Master of Science (M.S.) in Information Technology*

### *Specialization in Cyber Security*

#### **Introduction**

The Master of Science (M.S.) in Information Technology program includes advanced work in information technology with a specialization in cyber security. The focus of the program is on the development of concepts, knowledge, and skills that will enable graduates to become experts in the area of information security, internet crime prevention, and digital crime investigation. The goal of this program is to develop highly qualified technical experts to meet the demands of the national, regional, and international workplace for information and network security.

#### **Objective**

The Master of Science (M.S.) in Information Technology (Specialization in Cyber Security) program prepares graduates who are eminently qualified to assume technical and leadership roles in information security and computer crime prevention within the private and public sectors. The masters program will prepare graduates for highly skilled technical and management positions in this area of great concern to the United Arab Emirates.

#### **Learning Outcomes**

The Master of Science in Information Technology (Specialization in Cyber Security) program will enable graduates to:

- understand and articulate the different levels and aspects of information security in the context of an enterprise;
- identify the management and technical controls that can be used to design an enterprise security structure;
- perform a needs analysis of an enterprise to determine the appropriate levels of security needed for systems and data;
- implement technical security mechanisms to protect the confidentiality, integrity, and accessibility of critical data;
- understand the IT essentials necessary to deal with computers, storage devices, and computerized data in the context of a crime scene; and
- understand information security in a global context as it relates to international norms, laws, ethics, and structures.

#### **Faculty**

The graduate courses are taught by select professors from Zayed University who have doctorate degrees and diverse international research experience. The knowledge gained during lectures is further explored by sharing real-world experience with other students, guest lecturers, top professionals, and leaders in various disciplines.

#### **Curriculum**

The curriculum is designed to combine a rich theoretical foundation with a strong laboratory component to provide students with lifelong learning capabilities and marketable skills for today's job market. The computer laboratory facilities supporting many of the courses consist of the state-of-the-art equipment, combining the best hardware and software platforms. The aim is to give students a first-hand experience with many of the tools in demand today. The curriculum is also tailored to the needs of information technology professionals in the United Arab Emirates and consists of the following twelve courses:

#### **Year One**

- CIT 501 Research Methods
- CIT 505 Information Security
- CIT 508 Linux Security
- CIT 530 Cyber Forensics
- CIT 510 Information Security, Policy, Ethics and Law
- CIT 535 Advanced Cyber Forensics

#### **Year Two**

- CIT 515 Network and Internet Security
- CIT 538 Small Scale Digital Device Forensics
- CIT 540 Database and Enterprise Application Security
- CIT 520 Information Security Management
- CIT 545 Penetration Testing and Advanced Hacking Techniques
- CIT 599 Independent Research\* or CIT Elective

\*Graduate students in the program optionally complete a research component that combines knowledge developed in the courses with a literature survey to investigate a specific problem of significance in the field.

Elective courses will be added to the Master of Science in Information Technology (Specialization in Cyber Security) program during the academic year 2010-2011. Courses proposed, but not limited, to include: Advanced Network Security, Cyber Crime and Criminal Behavior, Risk Assessment and Vulnerability Analysis, Cyber Security Project, and Special Topic in Cyber Security.

### ***Course Delivery Format***

The format for delivering the Master of Science in Information Technology (Specialization in Cyber Security) program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction. Most of the classes are offered in the evenings on weekdays, and occasionally on weekends. The online portion of the curriculum is designed to complement the classroom sessions through virtual discussions and group projects. Students and faculty are

able to be in continuous contact via frequent exchange of e-mail, transfer of files, and submission of individual and group reports, with supervision and assistance of the graduate program staff.

### ***Admission Requirements***

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced masters degree program. Preference will be given to applicants currently working in the IT or related fields.

### ***Graduation Requirements***

Graduate students must have an overall minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate degree.

## **College of Information Technology** ***Graduate Certificate in High Technology Crime Investigation***

### ***Introduction***

The Graduate Certificate in High Technology Crime Investigation program will prepare IT professionals to perform computer forensic investigations. The increase of high technology crime has generated an urgent need for a new type of investigator who can combine the science of information technology and forensic science with the art of investigations and critical thinking. Today, any crime that involves a computer as a part of the crime, as the crime itself or as the storage place for evidence, may be part of an investigation. Technically competent investigators are a critical need for the United Arab Emirates and the Gulf region.

### ***Objective***

Graduates will be prepared to work in local, state, national, and international organizations in the public and corporate sectors. They will have the skills to investigate a variety of cases that include identity theft, fraud, child exploitation, money laundering, and violent crimes.

### ***Learning Outcomes***

A graduate student will be able to:

- understand the IT essentials necessary to deal with computers, storage devices and computerized data in the context of a crime scene;
- conduct a crime scene investigation to properly handle and seize computers, related devices, and computerized data;
- successfully recover digital evidence related to a crime scene;
- successfully analyze digital evidence related to a crime scene; and
- write a cogent report describing the nature of the digital evidence and analyzing that evidence to assist in the prosecution of the crime.

### ***Faculty***

The graduate certificate courses are taught by select professors from Zayed University who have doctorate degrees and diverse international research experience. The knowledge gained during lectures is further explored by sharing real-world experience with other students, guest lecturers, top professionals, and leaders in various disciplines. The approach is designed to give students the best possible and most desirable expertise.

## **Curriculum**

The curriculum of the Graduate Certificate in High Technology Crime Investigation program is designed to provide graduates with expertise in the core aspects of digital forensics and cyber crime. The curriculum consists of the following four courses:

- CIT 500 Computer Hardware and Software Platforms
- CIT 530 Cyber Forensics
- CIT 535 Advanced Cyber Forensics
- CIT 538 Small Scale Digital Device Forensics

## **Course Delivery Format**

The format for delivering the Graduate Certificate in High Technology Crime Investigation program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction. The in-classroom instruction for each course is normally conducted in the evenings, on weekdays. Classes are supplemented with online activities using course management systems, e-mail, and group discussion systems.

## **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university

and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program. Preference will be given to applicants currently working in the IT or related fields.

## **Graduation Requirements**

Graduate students must have an overall minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

## **Movement to Master of Science (M.S.) in Information Technology (Specialization in Cyber Security)**

Students successfully completing the Graduate Certificate in High Technology Crime Investigation with a "B" or higher grade in all courses, will be permitted to transfer the twelve course credits to the Master of Science in Information Technology (Specialization in Cyber Security) program. Subsequently a student will be required to take 24 additional course credits to complete the masters degree program. The 24 course credits are to be made up of the following 8 courses: CIT 505 Information Security, CIT 508 Linux Security, CIT 510 Information Security Policy, Ethics, and Law, CIT 515 Network and Internet Security, CIT 520 Information Security Management, CIT 540 Database and Enterprise Application Security, CIT 545 Penetration Testing and Advanced Hacking Techniques, CIT 599 Independent Research or CIT Elective.

# **College of Information Technology Graduate Certificate in Information Security**

## **Introduction**

The Graduate Certificate in Information Security program will prepare IT professionals to develop and manage the physical and technical infrastructure necessary to secure critical information assets at all levels within an organization. In order for the United Arab Emirates to maintain its IT leadership in the region, this type of expertise will be essential for the expansion of e-commerce and e-government services in the region.

## **Objective**

IT professionals will be prepared to detect, prevent, and mitigate threats to systems and data in order to protect the critical information infrastructure of the United Arab Emirates.

## **Learning Outcomes**

Graduate students will be able to:

- understand and articulate the different levels and aspects of information security in the context of an enterprise;
- identify the management and technical controls that can be used to design an enterprise security structure;
- perform a needs analysis of an enterprise to determine the appropriate levels of security needed for systems and data;
- implement technical security mechanisms to protect the confidentiality, integrity, and accessibility of critical data; and
- understand information security in a global context as it relates to international norms, laws, ethics, and structures.

### **Faculty**

The graduate certificate courses are taught by select professors from Zayed University who have doctorate degrees and diverse international research experience. The knowledge gained during lectures is further explored by sharing real-world experience with other students, guest lecturers, top professionals, and leaders in various disciplines. The approach is designed to give students the best possible and most desirable expertise.

### **Curriculum**

The Graduate Certificate in Information Security curriculum is designed to provide graduates with expertise to protect, secure and manage information systems from threats and attack and consists of the following four courses:

- CIT 505 Information Security
- CIT 510 Information Security Policy, Ethics, and Law
- CIT 515 Network and Internet Security
- CIT 520 Information Security Management

### **Course Delivery Format**

The format for delivering the Graduate Certificate in Information Security program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction. The in-classroom instruction for each course is normally conducted in the evenings, on weekdays. Classes are supplemented with online activities using course management systems, e-mail, and group discussion systems.

## **College of Information Technology Graduate Certificate in E-Archive and Information Management (Joint with Library and Learning Resources)**

### **Introduction**

The Graduate Certificate in E-Archive and Information Management program offered in partnership with the University of North Carolina at Chapel Hill prepares highly committed and motivated participants for careers in archives, libraries, museums and information centers. It is expected that in most cases the program will be completed within 10 months of commencement.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program. Preference will be given to applicants currently working in the IT or related fields.

### **Graduation Requirements**

Graduate students must have an overall minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

### **Movement to Master of Science (M.S.) in Information Technology (Specialization in Cyber Security)**

Students successfully completing the Graduate Certificate in Information Security with a "B" or higher grade in all courses, will be permitted to transfer the twelve course credits to the Master of Science in Information Technology (Specialization in Cyber Security) program. Subsequently, a student will be required to take 24 additional course credits to complete the masters program. The 24 course credits are to be made up of the following 8 courses: CIT 501 Research Methods, CIT 508 Linux Security, CIT 530 Cyber Forensics, CIT 535 Advanced Cyber Forensics, CIT 538 Small Scale Digital Device Forensics, CIT 540 Database and Enterprise Application Security, CIT 545 Penetration Testing and Advanced Hacking Techniques, CIT 599 Independent Research or CIT Elective.

### **Objective**

The focus of the graduate certificate program is on the development of basic concepts, knowledge and skills that will enable successful participants to build expertise in the area of archival, library, and information science.

### **Learning Outcomes**

Graduate students will be able to:



- elicit and address user information needs;
- take an "evidence-based" approach to practice;
- understand and organize complex collections of information;
- conduct a reference interview and satisfy the user's information need;
- teach information literacy classes;
- perform technical services, such as cataloging;
- design and build a website; and
- understand information technology applications as they apply to libraries, archives and information centers.

### **Faculty**

The graduate certificate courses are taught by select professors from Zayed University and partner university faculty who have doctorate degrees and diverse international research experience. The knowledge gained during lectures is further explored by sharing real-world experience with other students, guest lecturers, top professionals, and leaders in various disciplines. The approach is designed to give students the best possible and most desirable expertise.

### **Curriculum**

The Graduate Certificate in E-Archive and Information Management curriculum offers 5 courses that equip students with basic skills and concepts in library and archival science and that establish a foundation for study leading to a masters degree in the field. The graduate certificate curriculum is designed around five functional areas:

- organizing information: analyzing and classifying information objects and assigning metadata;
- selecting and collecting information in all formats, including digital;
- understanding user information-related behavior;
- designing and evaluating research and assessment methods; and

- managing information organizations; their operation, services and human resources.

The curriculum consists of the following 5 six-week courses:

- CIT 610 Information Technology Essentials\*
- CIT 620 Foundations of Archival and Library Science\*
- CIT 630 Organization of Material\*
- CIT 640 Reference and User Services\*
- CIT 650 Internship\*

*\* Courses pending final approval*

### **Course Delivery Format**

The format for delivering the Graduate Certificate in E-Archive and Information Management program is designed to minimize time away from work and family while maximizing interaction with fellow students and faculty. Faculty members utilize a mix of in-classroom and distance learning instruction. The in-classroom instruction for each course is normally conducted in the evenings, during the week.

Assessment will be continuous throughout the program, using a combination of examinations, research papers, online discussions, group projects, and in-class oral presentations.

### **Admission Requirements**

Admission is open to males and females of all nationalities. Applicants must have earned a four-year baccalaureate degree with a GPA of 2.5 or higher from an accredited university and demonstrate sufficient English proficiency to manage a challenging, fast-paced graduate certificate program.

### **Graduation Requirements**

Graduate students must have an overall minimum grade point average (GPA) of 3.0 in course work taken in fulfillment of the requirements of a graduate certificate.

# Research

Zayed University fosters research, scholarship, and creative activity that address the interests, needs, and concerns of the U.A.E., the region, and the world. The University seeks to recruit and retain faculty members who possess demonstrated research capabilities and can contribute to its research agenda. ZU faculty use their diverse international research experiences and engage in contemporary issues of the U.A.E. as the nation undergoes significant economic, social, and cultural change. They also contribute broadly to international scholarship in other significant areas.

Both undergraduate and graduate students are actively encouraged to become involved in research and individual study projects. The Undergraduate Research Program fosters, encourages, sustains, and supports ZU undergraduates performing faculty-mentored research in their major field of study. Training programs and guest lecturers furnish students the opportunity to raise their awareness and skill levels relating to the research process.

The Office of Research continually seeks to establish research training and to support research grant and fellowship programs that develop national research capacity. The Provost Research Fellowships provide special support to productive scholars. An important element of the University is the Institute for Social and Economic Research, which seeks to conduct significant research in support of the U.A.E.

Further information about research at Zayed University can be found on the website: [www.zu.ac.ae/research/](http://www.zu.ac.ae/research/)

# Outreach and Engagement

## **Zayed University Institute for Community Engagement (I.C.E)**

The Zayed University Institute for Community Engagement (I.C.E) was established in May 2009 to absorb existing outreach endeavors (CBEX, CPD, ITI, ZU Media, and English Outreach) and to act as the single manager for the wide array of ZU activities that engage and support the U.A.E. community.

The reorganization followed a directive by H.E. Sheikh Nahayan in his 2008 Convocation speech.

*The University is in the process of launching a major reorganization of its outreach programs. I wish to stress the importance of this initiative that will serve the wider needs of the communities in Abu Dhabi and Dubai. We will strive to establish partnerships with government, with industry, and with the public schools.... Success in this important endeavor requires institution-wide collaboration and participation.*

The mission of I.C.E is to support the economic and social development of the U.A.E. by making available the academic and research resources of Zayed University and to engage ZU students in voluntary work that develops their sense of responsibility toward their communities.

To achieve this mission, I.C.E. will offer:

- Corporate Training and Consultancy Programs by developing a variety of standardized and customized training programs for individuals, businesses, and organizations;
- Continuing Education by working with faculty throughout the University to assist and facilitate the design and delivery of programs in various fields for audiences beyond campus boundaries;
- Community Service by designing free or low-cost programs for lifelong personal enrichment of citizens of the U.A.E. and by offering volunteer student and faculty services to the community;
- Business Solutions Through Research initiatives by working with clients to find the best solutions for their needs; and
- Research conducted within I.C.E. or in collaboration with content-area experts from Zayed University colleges or centers.

## **Zayed University Judicial Academy**

The Zayed University Judicial Academy will provide professional and continuing education of the judicial branch of the U.A.E. government.

## **Zayed University Diplomatic Academy**

The Zayed University Diplomatic Academy will provide education and training of future U.A.E. diplomats for successful careers in diplomacy and international affairs.

## **Partnership with Masdar Institute of Science and Technology**

The partnership with Masdar Institute of Science and Technology will secure ZU student internships and establish a long-term research program on the social and behavioral dimensions of the Masdar City project.

## **Zayed University Media Initiative (ZUMI)**

The Zayed Media Initiative (ZUMI) is a state of the art training center serving academia, industry and the community through outreach and continuing education programs.

Working in collaboration with the Institute for Community Engagement, ZUMI serves as an applied creative laboratory, a talent incubator, and a state-of-the-art new media lab in which ZU media students, ZU alumni, and members of the business and professional community are selected to develop innovative projects while learning and exploring the new avenues of on-line digital communication—from international webinars and new media to social media and digital media production. ZUMI will offer both existing and customized trainings tailored to the participant's requirements. Some training programs will be available both in English and in Arabic.

For more information contact the Executive Director at: Dir Tel + 971 4 3912715 or Email [giorgio.ungania@zu.ac.ae](mailto:giorgio.ungania@zu.ac.ae).

*Further information about all outreach and engagement at Zayed University can be found on the website: [www.zu.ac.ae/ice](http://www.zu.ac.ae/ice)*

# Course Descriptions

This section of the Catalog provides descriptions for Academic Bridge and Developmental courses, Baccalaureate courses, and Graduate courses offered by Zayed University. Each listing includes the course prefix, the course number, the course title, the number of semester credit hours for the course, and a brief description of the course. Prerequisites, if any, are shown at the end of the course description.

Prefix and Name	
ADV	Advising
ARA	Arabic
ART	Art and Design
BIO	Biology
BUS	Business Sciences
CHE	Chemistry
CIT	Information Technology
COL	Colloquy on Integrated Learning
COM	Communication and Media Sciences
ECN	Economics
EDC	Education
EHCA	Health Care Administration
EMPA	Public Administration
ENG	English
HSC	Health Sciences
HSS	Humanities and Social Sciences
ISL	Islamic Studies
MTH	Mathematics
PSY	Psychology

## Course Numbers

The University numbers courses from 001-799. A description of the five numerical levels of courses can be found on pages 23-24.

## Academic Bridge and Developmental Courses

### ENG 001 Academic Bridge Level 1 0 Credits

This course is an integrated language skills class that provides beginning (pre-production) level students with a range of language learning experiences in reading, writing, listening, and speaking. Grammar and vocabulary will be taught in conjunction with activities and tasks as students work to achieve the learning objectives of this course.

### ENG 002 Academic Bridge Level 2

0 Credits

This course is an integrated language skills class that provides beginning (production) level students with a range of language learning experiences based around four main themes. Grammar and vocabulary will be taught in conjunction with activities and tasks as students work to achieve the learning objectives of this course.

### ENG 003 Academic Bridge Level 3

0 Credits

This course is an integrated language skills class that provides breakthrough (false beginner) level students (Council of Europe level A1) with a range of language learning experiences based around four main themes. Grammar, vocabulary, and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the learning objectives of this course.

### ENG 004 Academic Bridge Level 4

0 Credits

This course is an integrated language skills class that provides waystage (elementary) level students (Council of Europe level A2) with a range of language learning experiences based around four main themes. Grammar, vocabulary, and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the learning objectives of this course.

### ENG 005 Academic Bridge Level 5

0 Credits

This course is an integrated language skills class that provides students approaching the threshold (lower intermediate) level with a range of language learning experiences based around four main themes. Grammar, vocabulary, and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the learning objectives of this course.

### ENG 006 Academic Bridge Level 6

0 Credits

This course is an integrated language skills class that provides threshold (lower intermediate) level students (Council of Europe level B1) with a range of language learning experiences based around four main themes. Grammar, vocabulary, and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the learning objectives of this course. At this level, the focus becomes more academic in terms of the tasks students perform.

### ENG 007 Academic Bridge Level 7

0 Credits

This course is an integrated language skills class that provides students approaching the vantage (upper intermediate) level with a range of language learning experiences based around four main themes. Grammar, vocabulary, and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the learning objectives of this course. The academic focus continues with tasks that relate more closely to those students will meet in their future studies.

### ENG 008 Academic Bridge Level 8

0 Credits

This course is an integrated language skills class that provides vantage (upper intermediate) level students (Council of Europe level B2) with a range of language learning experiences based around four main themes. Grammar, vocabulary and information literacy will be taught in conjunction with the various activities and tasks as students work to achieve the levels of linguistic and academic competence to be able to enter "General Education."

**MTH 001 Developmental Mathematics I**

0 Credits

Designed to give those students who have difficulties with math concepts and processes a solid base upon which to build. Many students in this course will have some math anxiety. A few students will possess considerable math anxiety. This course will attempt to present the math concepts in a way that will be unthreatening for the students.

Prerequisite(s): Suitable placement test score

**MTH 002 Developmental Mathematics II**

0 Credits

Designed to introduce students to a quantitative reasoning approach to the applications of mathematics through real world problems.

**COL 030 Arabic Preparedness**

0 Credits

Students focus on enhancing their proficiency in Arabic and developing basic skills in listening, reading, speaking and writing in Modern Standard Arabic so that they can succeed in COL130.

**COL 041 English Composition Co-requisite**

1 Credit

Concurrently with a repetition of COL140, COL145, or COL240, students strengthen their skill in composition, concentrating particularly on overcoming demonstrated weakness.

## Baccalaureate Courses

**ADV 201 Advising**

0 Credits

Taken during the student's second baccalaureate year, until the student enters the major. Emphasizes pre-major Individual Learning Plan advising, including mentoring in relation to Zayed University Learning Outcomes portfolio development and assessment. Encourages students to be responsible members of the ZU academic community.

**ARA 211 Masterpieces of Arabic Literature**

3 Credits

Presents a selection of Arabic literature through different periods and varied regions that have been widely accepted as literary masterpieces. This literature portrays deep human feelings and attitudes toward life and existence, and provides students with a wonderful opportunity to study these works in-depth, to analyze them critically and to understand their places in world literature.

**ARA 222 Muslim Travelogue Literature**

3 Credits

The course introduces students to authentic travel accounts, geographical treatises and anthropological texts written by Muslim travelers, from Ibn Fudlan (4th/9th century) to Ibn Jubair (8th/14th century). It examines the nature of travelers' mental and geographical mapping of the world, and their reaction to cultural differences within Islamic societies. Finally, Muslims' contributions to the development of geography are discussed.

**ARA 240 Media Storytelling in Arabic I**

3 Credits

This course covers the basics of writing for multi-platform media in Arabic. It discusses storytelling and presentation forms and methods for print, broadcast, online, and social media. Emphasizes the basics of writing accurately and concisely in Arabic.

**ARA 315 Advanced Arabic Professional Writing II**

3 Credits

This course aims at developing students' reading and writing skills in the fields of media: advertising, sales promotion, marketing, and public relations. Students develop the ability to convey clear messages that can be adapted to all needs of various forms of media and meet expectations of target audiences. Students are trained to read, evaluate, discuss, analyze, and critique various published materials in Arabic newspapers and magazines. Emphasis is placed on enhancing the skills of rewriting and summarizing the read texts. To achieve these objectives, advanced proficiency in Arabic is stressed. Students develop a fair command of varied vocabulary, succinct and concise style and syntax.

**ARA 335 Teaching Arabic Literacy**

3 Credits

This course examines techniques for teaching reading, writing, speaking, and listening to young native speakers. The course considers emergent literacy and the development of literacy as it relates to teaching practices. It aims to enable students to use Arabic vocabulary correctly, to write reports, comments, and summaries, and to analyze and criticize texts in Arabic soundly.

**ARA 340 Media Storytelling in Arabic II**

3 Credits

Advanced course of writing for multi-platform media in Arabic. Focus on professional media writing in specialized contexts, such as feature writing, writing for television, radio, online, public affairs and promotional writing.

Prerequisite(s): ARA 240

**ARA 495 Independent Study**

3 Credits

**ART 120 Art Appreciation**

3 Credits

The course introduces students to the basic concepts and vocabulary of visual art and design (sculpture, painting, architecture, ceramics, textile arts, and printmaking)

**ART 201 Principles of Design**

3 Credits

This is an introductory course to the basic visual concepts of two-dimensional and three-dimensional design. The aim of this course is to teach the student how to develop an understanding of the fundamentals of the visual language used in art and design, and how to use this vocabulary to effectively communicate and convey visual ideas.

**ART 205 Art Foundations**

3 Credits

This course introduces the student to the basic skills of drawing, painting, sculpture and printmaking which will act as a solid foundation for all future courses in Art and Design. Students will familiarize themselves with a variety of techniques and processes using diverse art materials and methods to express themselves. The course will also cover materials, paper types and equipment appropriate for the medium.

**ART 220 Introduction to Art History**

3 Credits

This course reviews the history of the development of art and architecture. It is designed as an introductory art history course with a thematic approach to understanding art and architecture, and a chronological examination of the sequence of art history.

**ART 221 Research Methods for Artists and Designers**  
3 Credits  
This course reviews the variety of research methods commonly used by artists and designers, including information literacy with a focus on the subject specific conventional and electronic resources available through the university library, and the different processes artists and designers use for needs assessment, documentation, creative development, and presentation.

**ART 223 Arts of the Modern World**  
3 Credits  
Introduces students to the historical development of the visual and spatial arts from the beginning of the modern period in approximately 1500 to the present age.

**ART 223AL Arabic Lab I**  
1 Credit  
Arabic Lab for ART 223 Arts of the Modern World.  
*Corequisite(s): ART 223*  
*Prerequisite(s): COL 230*

**ART 251 Basic Design**  
3 Credits  
This course is the introduction to the verbal and visual vocabulary of graphic design. Students will develop an understanding of graphic design definitions and principles, design terminology, processes, and methods for using traditional and current technological design tools. Students also learn the basics of media literacy and criticism.

**ART 287 Basics of Interior Design**  
3 Credits  
This course is an introduction into the world of Interior Design and a practical study of small-scale projects such as individual residential spaces. The study includes an introduction of styles and an in-depth analysis of each room focusing on its aesthetic, practical space planning, lighting, and storage solutions. Students will also learn the basic drafting and surveying skills and tools required for design. Innovative software programs for Interior Design are introduced.

**ART 297 Spec. Topics In Art and Design: Intermediate**  
3 Credits  
This course allows faculty to introduce a new course into the curriculum, on a limited basis, to art majors on the intermediate level. The course is designed to take advantage of conditions or opportunities that might be temporary: for example, a course involving a visiting artist or local event.

**ART 310 Drawing I**  
3 Credits  
The aim of this course is to consider the notion that drawing can be used as an expressive and creative tool to explore and rationalize the world through an artistic pathway. This notion is introduced and developed by practical investigation of some of the basic drawing skills and techniques used in art.  
*Prerequisite(s): ART 205*

**ART 311 Drawing for Designers**  
3 Credits  
Students are provided with different methods for illustration and with drawing techniques for designers from different disciplines. Students explore methods for drawing space, products, automotives, architectural elements, and 3D artifacts such as jewelry and furniture. The course concentrates on the design process from initial concept sketches through presentation drawings and visualizations. The course will enable students to efficiently communicate their designs to their prospective clients and build professional portfolios.  
*Prerequisite(s): ART 201 AND ART 205*

**ART 312 Painting I**  
3 Credits  
The aim of this course is to develop the basic skills, techniques and processes of painting with an understanding of basic color principles. The integration of paint application and color principle develops an awareness that painting and color are used not only as mediums for representation, but also as mediums for expressive purposes. Artists' paintings are analyzed to understand their reasons for using particular techniques and their use of color.  
*Prerequisite(s): ART 205*

**ART 313 Drawing II**  
3 Credits  
This course further develops the concepts, skills and techniques acquired from ART 310 Drawing I, through rigorous observational and interpretative drawing assignments. Observational drawing initiates the course, progressing to more self-expressive techniques and methods of observational drawing, developing the student's individual approach and aesthetic sensibility.  
*Prerequisite(s): ART 310*

**ART 314 Illustration and Visual Narrative**  
3 Credits  
This course provides students with the opportunity to design and develop character and environment for visual narrative. Through examination of historical and popular culture narratives, students will learn to identify key aspects of character and environment design and to use visual storytelling techniques to communicate concepts to an audience.

**ART 315 Sculpture I**  
3 Credits  
This is an introductory sculpture course in which students learn the basic use of tools for the execution of sculpture, including mold making, woodworking, metal fabrication, mounting and installation of sculpture. Students are also exposed to basic sculpture concepts, which provide a general survey of sculptural studio practices.  
*Prerequisite(s): ART 201 OR ART 205*

**ART 316 Ceramics I**  
3 Credits  
This introductory class places emphasis on learning to create original work, while exploring the physical properties of clay. The expressive potential of clay becomes apparent through increased awareness of historical and contemporary ceramic art, and through the use of the basic ceramic techniques of forming, glazing and firing. A knowledge of basic tools and equipment is acquired through the use of hands, tools, clay extruders, potters wheels and electric kilns.

**ART 318 Three-Dimensional Design**

3 Credits

This course is an introduction to three-dimensional design concepts. Students investigate the forces that influence the design of objects and spaces including, but not limited to, art objects. Natural forces such as the earth's gravity affect our perception of balance, poise, gesture and weight. Cultural influences, materials and structure are all areas of thought and information which can be directly applied to this course. The various assignments are intended to allow students to develop artistically and creatively within a given framework.

**ART 319 Introduction to Jewelry Design**

3 Credits

This course offers an introduction to the basic principles and skills used in jewelry design. Students will be introduced to the fundamental technical, conceptual, and aesthetic issues involving jewelry. Through a series of explorations and technical exercises students will learn a broad range of processes and materials, progressing from simple to complex projects.

**ART 322 History of Islamic Art and Architecture**

3 Credits

This class provides an overview of the main characteristics of Islamic art and architecture. It looks at what influenced the earliest forms of Islamic art and architecture, and examines how these forms have changed from place to place, and from time to time, throughout history.

**ART 324 Contemporary Islamic Art and Architecture**

3 Credits

This class provides an overview of contemporary Islamic art and architecture. Attention is paid to continuity and change in nineteenth and twentieth century form and function, and to the role of the arts in promoting national and religious identity throughout the Islamic world.

**ART 325 History of Design**

3 Credits

This course reviews the evolution of design into the contemporary period. It provides students with information about societal issues related to designers. This course encourages students to reflect on and be aware of the design decisions they make.

**ART 326 Representation: Exhibition, Display, and Interpretation I**

3 Credits

This course provides an overview of the history of exhibitions, display, and interpretation of objects from 1850 to 1980. Particular attention is paid to the role of 19th- and early 20th-century imperialism in the development of museums designed to house art and ethnographic artifacts, the acquisition and display of objects, and the debates on the standards governing the public display of items.

**ART 327 Representation: Exhibition, Display, and Interpretation II**

3 Credits

This second course in a series builds on the previous course in the discussion regarding the debates about the exhibition, display, and interpretation of art and artifacts from 1980 to the present. Particular attention is paid to relationship of theories of contemporary art and culture to the display and interpretation of objects in museum settings.

**ART 328 Cross-Cultural Influences in Design**

3 Credits

This course provides students with the opportunity to develop professional Arabic lexicon and language styles used by artists and designers. It provides an examination of cross-cultural influences in international art and design fields, and a study of the work of a selection of modern and contemporary Arab designers known internationally. Students will broaden their understanding of the philosophies and styles of these designers, and develop the ability to present the nuances of Arab and other cultures through the use of visual language. This course strengthens students' acquisition of technical terminology in Arabic.

**ART 330 Art Education**

3 Credits

This course is structured to introduce majors in education and art to the theory and practice of teaching art in elementary schools. It emphasizes art curriculum planning, motivational strategies, art room management, and methods of evaluation in art. It also focuses on art across the curriculum.

**ART 336 Interior Design Studio I**

3 Credits

The course covers advanced design work including dimensioning, space planning, analysis of the client, bubble diagrams, materials and finishes, furniture plans, floor plans, elevations as well as lighting and ceiling. A student is required to complete drawing and presentation boards. Field trips to trade showrooms are completed throughout the semester at the discretion of the department. Axonometric drawings are also included.

*Prerequisite(s): ART 251 AND ART 287*

**ART 337 Color and Light Design**

3 Credits

The aim of this course is a study of color and light, its effective use in design, and methods to employ these properties in different applications. The course would have a theoretical as well as a studio component.

*Prerequisite(s): ART 287 OR ART 251*

**ART 340 Photography I**

3 Credits

Students learn the skills necessary to operate a 35mm camera and process the film, and methods of printing their own black and white photographs. In addition to technique, students explore their own aesthetics and develop an artistic voice through the medium of photography.

*Prerequisites: ART 201 OR ART 205*

**ART 341 Photography II**

3 Credits

Students continue the development of technical skills both in camera work and printing. In this advanced course, students are encouraged to explore their own individual styles and develop a meaningful body of work.

*Prerequisite(s): ART 340*

**ART 345 Digital Video I**

3 Credits

An introductory course in digital video, using the computer. Classroom work includes the use and handling of the camcorder, the introduction and use of editing software, and concepts pertaining to narrative and non-narrative structure in video production.

*Prerequisite(s): ART 201 OR ART 205*

**ART 346 Digital Video II**

3 Credits

Students create artworks based on individual direction. Additional development in the use of lighting, audio and the use of editing software, as well as motion graphics and compositing techniques, are explored.

*Prerequisite(s): ART 345*

**ART 351 Graphic Design I**

3 Credits

This course provides the basic understanding of Graphic Design roles and responsibilities. It explores more advanced visual language and relationships, including the interaction of typography and imagery, graphic design history, and the basics of sustainable design and social responsibility. Students solve design problems and learn how to present to an audience. Students will explore more advanced visual language and relationships and be introduced to graphic design history and sustainable design while learning layout, vector graphics, and photography combined with type. They will approach an understanding of design through a design process.

*Prerequisite(s): ART 251*

**ART 352 Graphic Design II**

3 Credits

This course further explores visual language and relationships, including the interaction of typography and imagery (bitmap and vector graphics), graphic design history, sustainable design, and social responsibility. Students solve design problems and learn how to present to an audience. Students will learn visual communications design processes and acquire a foundation of context sensibility and social responsibility.

*Prerequisite(s): ART 251 AND ART 351*

**ART 355 Designing with Color**

3 Credits

A course devoted to the development of the perception of color and its use as a tool for the graphic designer. Exercises are given that test the appearance of color relationships in complex structures. Class sessions alternate between working in a studio workshop and critiques of assignments.

*Prerequisite(s): ART 251*

**ART 356 Topography I**

3 Credits

This is an introductory course on the subject of typography in which the principles of typography are examined through the study of letterform anatomy and construction, type composition, and the history of typography. Dealing with both the Latin and Arabic alphabets, students examine the use of type as a created social symbol for communication as well as type as object form.

**ART 357 Designing for the Web I**

3 Credits

In this course the flexibility and potential of the Web are explored. The course instructs students in using text, graphics, sound, animation, and video for the web and considers their standards and application.

**ART 359 Information Design**

3 Credits

This course investigates visual systems, which communicate complicated information through the combination of notational, visual, and structural forms such as diagrams, graphs, and charts. Aesthetics and strong visual communication criteria are used in analyzing and creating.

**ART 360 Printmaking I**

3 Credits

This course will introduce the basic printmaking processes and equipment with equal emphasis on concept and technique. Students will be introduced to a variety of print media, such as the monotype, relief, intaglio, and Planographic methods. Students are expected to develop a good understanding of the mediums and to learn good basic studio habits, safe and responsible handling of the tools and materials, and the knowledge required for basic manipulation of the processes used in the production of a printed edition.

*Prerequisite(s): ART 205*

**ART 363 Printmaking II**

3 Credits

This course will investigate contemporary trends in printmaking, building upon the traditional skills learned in Printmaking I. Students will investigate advanced color methods such as viscosity printing and four-color separations; will work with digital, photomechanical processes, polymer films, and presensitized plates; and will explore multiple plate printing and cross-media applications. Students are expected to develop a body of work that articulates a sophisticated concept and clear personal vision.

**ART 365 Digital Printmaking**

3 Credits

This course will introduce students to the skills and processes of digital printmaking techniques, using the computer as a creative tool. Students will explore printed multiples as they relate to their current body of work. Students will be introduced to pronto plate lithography, screen printing, inkjet printing, and solar plate intaglio. Learning these processes to create prints and transforming these processes into a mode for personal creative expression will be the main focus.

*Prerequisite(s): ART 201 AND ART 205*

**ART 366 Book Structures I**

3 Credits

This course builds upon previously learned skills and concepts, using various book structures as mediums of artistic creation. Students will familiarize themselves with a variety of binding techniques including basic codex creation, Japanese stab binding, accordion structures, and additional forms. Students' use of diverse materials and methods to express themselves in an intelligent and creative manner is emphasized.

*Prerequisite(s): ART 201 And ART 205*

**ART 375 3D Modeling**

3 Credits

The aim of this class is to study the basics of time-based graphics. Understanding basic concepts of time line, key frames, and in-betweens are explored. Students will create various animations using traditional hand-drawn and computer-generated graphics.

*Prerequisite(s): ART 275 OR ART 376*

**ART 376 Animation I**

3 Credits

Students will apply the knowledge learned from ART 375 (3D Modeling) to create animation shorts using the basic principles of animation. Emphasis will be placed on creating believable motion.

*Prerequisite(s): ART 375*

**ART 377 Animation II**

3 Credits

Students will further explore the digital medium they have been learning in order to rough, block, and animate shots in sequence to meet the goals of the script to tell a story. Character Animation will be explored in detail from basic walk cycle to detailed facial animation. Story-boarding, continuity sketches, and editing will be covered.

*Prerequisite(s): ART 376*

**ART 379 Computer-Aided Design (CAD) for Interior Designers**

3 Credits

This course aims at providing interior design students with sufficient skills to be intermediate users of AutoCAD 2D & 3D features in relation to interior design and space planning of both residential and commercial spaces.

*Prerequisite(s): ART 251 AND ART 287*



**ART 385 Interior Design Studio II**

3 Credits

Studio investigations of spaces as articulated by the interaction of individual and place. Emphasis placed on understanding of design process, light and color, construction systems, and ongoing study of materials.

*Prerequisite(s): ART 287*

**ART 387 Furniture Design**

3 Credits

This course analyzes the process of designing furniture prototypes, from the initial articulation of design objectives to the technical exploration of their manufacture. Through discussions and research, this analysis will lead to the design of an original furniture prototype.

*Prerequisite(s): ART 336*

**ART 389 Basic Architecture**

3 Credits

Art 389 is the study of the basics of architecture, from architectural terminology to small architectural projects. The course will have a theoretical as well as a studio component. Subjects that will be covered include regular and irregular forms, dimensional transformation, subtractive forms, additive and subtractive forms, form-defining spaces, basic variations of openings, spatial relationships, and circulation elements.

**ART 395 Independent Study**

3 Credits

This course is offered on the intermediate level in special instances whereby a student designs an individualized, unique course with a faculty member. This course can be developed only by the department chair's approval, and does not serve to replace any other course requirement in the department.

**ART 397 Special Topics in Art and Design**

3 Credits

This course allows faculty to introduce a new course into the curriculum, on a limited basis, to art majors at the senior level. The course is designed to take advantage of conditions or opportunities that might be temporary: for example, a course involving a visiting artist or local event.

**ART 405 The Professional Artist**

3 Credits

The aim of this course is to make students familiar with professional practices of artists. It focuses on variety of skills, including professional writing, interviewing skills, work ethics, and presentation skills.

**ART 405AL Arabic Lab II**

1 Credit

Arabic Lab to accompany ART 405.

*Corequisite(s): ART 405*

*Prerequisite(s): ART 223*

**ART 410 Drawing III**

3 Credits

This course concentrates on the idea that drawing is necessary for artists and designers to visualize ideas and thought, and to translate and interpret objects and environments into visual forms for communication. The course looks at drawing as a problem-solving process, investigating, synthesizing, describing and expressing concepts about the world.

*Prerequisite(s): ART 313*

**ART 411 Painting II**

3 Credits

The aim of this course is to build on and further develop the concepts, skills and techniques acquired from ART 312 Painting I. The formal elements of painting, composition and color are further explored and extended through various subject matter. The course starts with a traditional approach to observational painting studying composition and balance with emphasis on the use of local color. Assignments progress to more self-expressive techniques of observational painting, using image distortion.

*Prerequisite(s): ART 312*

**ART 413 Painting III**

3 Credits

Under faculty supervision, students produce an independent body of exploratory work and a related written statement, explaining their intention, progress and development for their course portfolio. Students are expected to demonstrate an understanding of how their work relates to the general context of art, critical theory and the activity of painting, in order to define and discuss the subject, form and content of their work. Students are expected to be self-motivated, prepared and responsible for independent studio practice.

*Prerequisite(s): ART 411*

**ART 415 Mixed Media**

3 Credits

This is a studio art class in which students are encouraged to develop postmodern works of art in two- and three-dimensional formats using the materials and methods which best express their concept.

*Prerequisite(s): ART 310*

**ART 418 Installation**

3 Credits

In this advanced studio course students examine the contemporary field of installation art and are introduced to a number of different media, the use and experience of public and private space, and the specific sites utilized for projects. Students explore techniques and mediums, including performance, photography, painting, drawing, video, sound, and sculptural materials.

*Prerequisite(s): ART 251 AND ART 201 AND ART 205*

**ART 420 Communities, Curatorial Practices, and Collections**

3 Credits

Art 420 addresses issues related the unique role played in contemporary society by museums, their collections, and the knowledge they convey. This course explores the purpose and functions of museums, with particular emphasis on the roles which globalization and the development of new forms of museums play in how knowledge is created and preserved through collections and research. Topics include the history and organization of museums and collections, curatorship, research, documentation, and care.

*Prerequisite(s):*

**ART 421 Material Culture of the U.A.E.**

3 Credits

This class surveys the different chronological phases of material culture in the U.A.E., focusing on the relationship between society, environment and the arts.

**ART 422 Contemporary Art Theory**

3 Credits

This seminar focuses on contemporary sociological theory and the arts in the twentieth century. Students are asked to consider their own artwork within a larger social context.

**ART 425 History of Graphic Design**

3 Credits

This course reviews the history of Graphic Design to the contemporary era through an examination of professional practices, technical applications, and theoretical issues. Students explore the relationship of new media and processes to the practice of print and digital design.  
*Prerequisite(s): ART 223 AND ART 120 OR ART 220*

**ART 426 History of Interior Design**

3 Credits

This course reviews the history of Interior Design from the Industrial Revolution through the contemporary periods in an exploration of professional practice and the role of interior designers today. This course provides the conceptual and philosophical foundation for the development of each student's particular design interest.  
*Prerequisite(s): ART 223 AND ART 120 OR ART 220*

**ART 427 History of Animation**

3 Credits

This course reviews the history of the field of Animation. It combines knowledge of historical and theoretical developments, the exploration of contemporary issues, and technical applications for professionals. Students explore the development of animation as a separate discipline within the context of film history and theory as well as the integration of motion in graphic design media.  
*Prerequisite(s): ART 223 AND ART 120 OR ART 220*

**ART 430 Curatorial Practices**

3 Credits

This is an advanced course that introduces students to the historical and contemporary role of the curator and various curatorial practices through lectures, trips, and specific workshops. The course continues and furthers the student's examination of theoretical issues related to artistic practices and prepares students to work in a number of professional fields.  
*Prerequisite(s):*

**ART 440 Photography III**

3 Credits

This course prepares students to present their work in professional settings. Students will learn advanced techniques and processes in printing and presentation of photographic work and will focus on concept development. Commercial applications related to photography will be related to the student's individual body of work produced in this course. This is the final course of a series of photography courses and one which prepares students for professional practice.  
*Prerequisite(s): ART 341*

**ART 451 Graphic Design III**

3 Credits

Students will explore and learn a concept of sustainable brand system including naming, logo development, stationery, signage, promotional material, small-scale campaign with poster, and social networking for event announcement. They will refine their design process: research, collaboration, conceptualization, applications, production, interaction with public, presentation, and expanding their understanding of context sensibility and social responsibility. The flexibility and potential of the Web is explored, as are issues in computer interface and interactive design. The course instructs students on working with images, text, and sound for the Web and other applications.  
*Prerequisite(s): ART 251 AND ART 351 AND ART 352*

**ART 452 Packaging Design**

3 Credits

This is a course in designing and identifying graphic communication for packaging structure. Some experimentation is done with package design, but the emphasis is on the use of type, symbols, and images on forms and surfaces in three dimensions. Printed materials, including prototypes, will be developed from concept up to production.

**ART 453 Portfolio Design**

3 Credits

This course will help students develop a professional design portfolio that reflects their competence to enter the professional world. Students will produce a traditional print portfolio as well as develop an electronic portfolio, self-promotional, and collateral materials, with emphasis on production, visual, and verbal presentation skills.  
*Prerequisite(s): ART 251 AND ART 351 AND ART 352*

**ART 456 Topography II**

3 Credits

This is an advanced Typography course in which students gain theoretical knowledge on typeface design, while they develop and produce individual and unique typefaces in Arabic and Latin. Incorporating skills from Typography I, students research and develop a typeface with a series of fonts that will provide a solution to a visual communication problem. Students will acquire the advanced understanding, techniques, and skills required in the workplace.  
*Prerequisite(s): ART 356*

**ART 460 Printmaking III**

3 Credits

This course provides students with focused study on thematically-driven work, with an emphasis on contemporary print practice and critical dialogue. Students may work in any print medium, creating sophisticated works that demonstrate expertise in non-traditional mixed media print methods.  
*Prerequisite(s): ART 363*

**ART 477 3D Lighting and Rendering**

3 Credits

This intermediate level course complements the skills learned in 3D Modeling and offers advanced virtual lighting and rendering techniques to create high quality renderings. Emphasis will be given to create realistic scenes of interior and exterior spaces with various lighting environments.  
*Prerequisite(s): ART 375 OR ART 379*

**ART 486 Interior Design Studio III**

3 Credits

The aim of this course is to give students the ability to design large size projects such as restaurants and corporate offices. Projects are presented visually and orally to a group of students and faculty, and should include material sample boards, plans, elevations, section and perspectives.  
*Prerequisite(s): ART 287 OR ART 385 OR ART 387*

**ART 489 Interior Design Studio IV**

3 Credits

The aim of this course is to give students an in-depth study of the different methods of construction and a study of materials. The understanding of construction methods would help students visualize and design buildable and practical projects and be able to communicate with interior contractors in the professional world.  
*Prerequisite(s): ART 287 OR ART 336 OR ART 385*

**ART 490 Internship**

6 Credits

Opportunity for students to gain practical experience of the workplace relevant to their major with employers in the public or private sectors. Internships are intended to match the academic background and strengths of students, their interests and future career ambitions.

**ART 491 Interior Design Methods of Construction**  
3 Credits

The aim of this course is to give students an in-depth study of the different methods of construction and a study of materials. The understanding of construction methods helps students to visualize and design buildable and practical projects, and to communicate with interior contractors in the professional world.

*Prerequisite(s): ART 287 OR ART 385*

**ART 495 Independent Study**

3 Credits

This course is offered on the senior level in special instances whereby a student designs an individualized and unique program with a faculty member. This course can be developed only with the department chair's approval, and does not serve to replace any other course requirements in the department.

**ART 497 Special Topics in Art and Design**

3 Credits

This course allows faculty to introduce a new course into the curriculum, on a limited basis, to art majors on the senior level. The course is designed to take advantage of conditions or opportunities that might be temporary: for example, a course involving a visiting artist or local event.

**ART 499 Capstone**

4 Credits

Researching in the arts and producing a major body of work that integrates different perspectives from the student's previous academic work. This final project is chosen in consultation with the student's advisor, and is displayed to the public on campus and in the community. It is expected to be a culmination of the knowledge, skills, and sense of judgment learned at Zayed University.

*Prerequisite(s): ART 490*

**BIO 101 Biological Concepts I**

3 Credits

Introduces the molecular processes that define the cellular basis of biology. Focuses on cellular structures and function including the molecular basis of inheritance. Ethical issues in cellular biology are considered. (Concurrent laboratory work is required.)

*Corequisite(s): BIO 101L*

**BIO 101L Laboratory Component for BIO 101**

1 Credit

This course is a required lab component for BIO 101.

*Corequisite(s): BIO 101*

**BIO 102 Biological Concepts II**

3 Credits

Covers ecology, evolution, genetics and diversity. Integrated study of microbes, plants and animals, with a focus on biological diversity and interdependence of life and environment. (Concurrent laboratory work is required.)

**BIO 102L Laboratory Component for BIO 102**

1 Credit

This course is a required lab component for BIO 102.

*Corequisite(s): BIO 102*

**BIO 321 Human Physiology**

3 Credits

Human physiology looks at the structure and function of the human body. This survey course will cover the major systems of the body including the integument, skeletal, muscle, nervous, sensory, endocrine, digestive, renal, circulatory and respiratory systems.

*Corequisite(s): BIO 321L*

*Prerequisite(s): BIO 101*

**BIO 321L Laboratory Component for BIO 321**

1 Credit

This course is a required lab component for BIO 321.

*Corequisite(s): BIO 321*

**BIO 351 Ecology**

3 Credits

A study of the relationships, distribution and abundance of organisms, or groups of organisms, in an environment. Topics include landscape and ecosystems; physiological, behavioral, population, community, and environmental ecology are studied. Laboratory/field work is used to emphasize key concepts.

*Prerequisite(s): BIO 202 OR BIO 102*

**BIO 372 Microbiology**

3 Credits

This course involves the study of the structure, genetics, physiology, metabolism and ecology of selected microorganisms, and examines their role as agents of disease.

*Corequisite(s): BIO 372L*

*Prerequisite(s): BIO 101 AND CHE 101*

**BIO 372L Laboratory Component for BIO 372**

1 Credit

This course is a required lab component for BIO 372.

*Corequisite(s): BIO 372*

**BUS 105 The Culture of Business: The U.A.E. and the World**

3 Credits

This course provides a general overview of the culture of business. Emphasis is on the survey of cultural aspects of business in multiple settings. Students are provided with broad exposure to the culture of business in different societies, including the U.A.E. Upon completion of this course, students have a general understanding of the influence of culture on business.

**BUS 200 The Legal and Ethical Environment of Business**

3 Credits

An introduction to the range of general concepts regarding the nature of the legal system, the nature of government regulation and the basic principles of law. Students are also introduced to the ethical environment of business decision making, social responsibility, and ethics in the global context.

**BUS 202 Financial Accounting**

4 Credits

Introductory unit in accounting. Encompasses three main themes: outlining the components of financial reporting in terms of the underlying theory or "conceptual framework" of accounting; providing students with a structured framework to assist them in attaining the literacy skills demanded in their academic lives and as part of their professional careers; and providing students with technical skills of accounting including the analysis, recording, preparation, and interpretation of accounting information.

**BUS 203      Managerial Accounting**

4 Credits

Covers various aspects of cost and managerial accounting, including cost concepts, cost accumulation, cost methods, "just in time" philosophy, decision making, cost volume profit analysis and pricing.

*Prerequisite(s): BUS 202*

**BUS 207      Business Communications**

3 Credits

This course will introduce students to the primary forms of communication used in business organizations. A variety of strategies will be presented along with some of the technologies that support effective business communication.

*Corequisite(s): BUS 207AL*

*Prerequisite(s): COL 240*

**BUS 207AL    Arabic Lab I**

1 Credit

Arabic component of BUS 207 Business Communications.

*Corequisite(s): BUS 207*

**BUS 209      Management Decision Sciences**

3 Credits

The course examines the use of quantitative methods to assist in decision making. The emphasis is on how these methods can contribute to better decisions.

*Prerequisite(s): COL 111 OR COL 115*

**BUS 217      Business Writing Lab I**

1 Credit

This course will assist students with the production of case genre and the associated rhetorical patterns of specialization-specific Business English.

*Prerequisite(s): BUS 207*

**BUS 241      Introduction to IT and Business Computing**

3 Credits

Provides an overview of business computer systems, including components of computer hardware and operating software, application software (word processor, spreadsheet database, presentation systems), data communication, E-mail and Internet applications.

**BUS 295      Independent Study**

3 Credits

Directed research and/or study on an individual basis.

**BUS 297      Special Topics**

1 TO 4 Credits

Course in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

**BUS 300      Operations Management**

3 Credits

A study of the operation functions within an organization with an emphasis on operations in a service environment. Decision making techniques in operations including statistical analysis and technological applications, operations strategy and how the operation function links to other functions in the organization.

*Prerequisite(s): BUS 203, BUS 209, AND BUS 309*

**BUS 301      Management of People in Organizations**

3 Credits

The course examines the position of human resource management within an organizational context. It explores the framework for cooperation and conflict in organizations and the management of diverse behaviors. It introduces students to the pre-selection practices of planning and human resource selection. It explores the management of people through consultative structures, policies and procedures.

*Prerequisite(s): BUS 207 AND BUS 309*

**BUS 306      Management Information Systems**

3 Credits

Provides an introduction to data processing concepts and introduces students to management information systems. Students gain an appreciation of management information systems using business software applications such as Excel and Access. Topics are selected from the areas of business, information technology, and communications.

**BUS 308      Introduction to Finance**

3 Credits

Introduction to corporate financial management focusing on basic concepts, techniques, and practices. Topics include financial institutions and markets, interest rates, cash flow, financial statement analysis, time value of money, risk and return, stock and bond valuation, cost of capital, capital budgeting, long-term financing, dividends, financial planning, and working capital management.

*Prerequisite(s): BUS 202*

**BUS 309      Introduction to Management**

3 Credits

Examines the role of managers at various organizational levels and how they can successfully achieve organizational goals. Topics include the four major functions of management: planning, organizing, leading, and controlling. Special emphasis on diversity, and multicultural and global aspects of management concepts. Students are exposed to hands-on experience in problem solving, decision-making and case analysis to enhance their analytical and team membership skills.

**BUS 310      Introduction to Marketing**

3 Credits

This course introduces students to the theory and practice of marketing. Students gain an understanding of major concepts and techniques used in marketing and have the opportunity to practice applying their knowledge in situations involving private and public sector organizations.

**BUS 311      Intermediate Accounting I**

3 Credits

A continuation of financial accounting topics introduced in BUS 202 Financial Accounting. Topics include a review of the accounting cycle and of financial statements, study of the conceptual framework of accounting, consideration of the time value of money in accounting decisions, and a variety of procedural accounting issues related to accounting for cash, receivables, inventories, plant and equipment, intangible assets, current liabilities, and liabilities. Special attention is given to international accounting standards whenever appropriate.

*Prerequisite(s): BUS 202*

**BUS 312      Intermediate Accounting II**

3 Credits

A continuation of Intermediate Accounting I. Topics include a variety of procedural accounting issues related to accounting for contributed capital, retained earnings, dilutive securities, earnings per share, investments, revenue recognition rules for long-term construction contracts and installment sales, lease accounting, accounting changes, and full disclosure requirements. Special attention is given to international accounting standards whenever appropriate.

*Prerequisite(s): BUS 311*

**BUS 324      Small Business Management**

3 Credits

Examines the fundamentals of entrepreneurship and small business operations. Focuses on the "hows" of operating a small business, including starting a business, and the marketing and management decisions as they relate to the small business owner/manager. This course may not substitute for any required business course.

**BUS 351 Organizational Behavior**

3 Credits

This course examines the impact that individual and group behavior has on organizational processes and outcomes. The core topics of the course include motivation, leadership, power, interpersonal skills, group structure and processes, learning, attitude development and perception, change processes, conflict, and work design. This course uses lecture sessions, experiential learning techniques, and Web-based materials to facilitate the understanding of the concepts of the course and to demonstrate their application in management situations typically encountered in organizations.

*Prerequisite(s): BUS 309*

**BUS 395 Independent Study**

1 TO 3 Credits

Directed research and/or study on an individual basis.

**BUS 397 Special Topics**

1 TO 4 Credits

Course in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

**BUS 401 Business Leadership**

3 Credits

Examines and critically analyzes theories of leadership and research into business leadership. Explores current approaches to leadership traits, behavior, action and training, and examines the nature and role of leadership in the modern global business environment. Focuses on enhancing students' understanding of business leadership, and covers issues concerning the development of women leaders in U.A.E. society.

*Prerequisite(s): BUS 309*

**BUS 402 Strategic Management**

4 Credits

Examines theories of management strategy and research into strategic approaches, decision making and action. Particularly important in this course is a discussion of strategic approaches in the international business environment, especially within the context of new information and communication technologies. Course aims to equip students with a critical appreciation of strategic management issues, and to enable them to critically evaluate strategic responses to the changing business environment.

*Prerequisite(s): BUS 308, BUS 309, AND BUS 310*

**BUS 407 Language in the Workplace**

3 Credits

Students will produce advanced forms of communication employed in the daily functioning of business organizations. Special emphasis will be placed on the development of clear, concise and effective communications; structural accuracy; professional vocabulary acquisition; and the prevention of communication breakdown in written communications.

*Corequisite(s): BUS 407AL*

*Prerequisite(s): BUS 217*

**BUS 407AL Arabic Lab II**

1 Credit

Arabic component of BUS 407 Language in the Workplace.

*Corequisite(s): BUS 407*

*Prerequisite(s): BUS 207AL OR BUS 207L*

**BUS 413 Accounting Information Systems**

3 Credits

Addresses the role of accounting, accountants, and information technology within organizations. The course focuses on understanding the activities, processes, and information needs of organization stakeholders. Integrated accounting software is also used in the course to enable students to learn how computers are used in today's accounting environment.

*Prerequisite(s): BUS 311*

**BUS 416 Auditing**

3 Credits

Examines the theory and practice of modern external and internal auditing. Topics include the profession of auditing, ethical standards in auditing, the legal environment in which auditing takes place, risk analysis in auditing (inherent risk, control risk, detection risk), and the study techniques used by auditors for gathering and analyzing evidence including statistical sampling techniques. The course also includes a review of the nature and wording of formal audit reports.

*Prerequisite(s): BUS 311*

**BUS 417 Essentials of Research Writing for Business**

2 Credits

This course will assist students with the production of specialization-specific business English with the intention of facilitating the development of a written proposal and outline of the capstone project for BUS 499.

**BUS 420 Corporate Finance**

3 Credits

Applications course in which financial concepts and analytical techniques are applied to various corporate business decisions. Course expands the depth and scope of material covered in BUS 308.

*Prerequisite(s): BUS 308*

**BUS 422 Financial Markets**

3 Credits

Focuses on functions and development of financial markets, debt, equity and derivative security markets, efficient capital markets, and international markets.

*Prerequisite(s): BUS 308*

**BUS 424 Investments**

3 Credits

Covers investment markets, investment information, risk and return, stocks, bonds, preferred stock and convertible securities, options, commodities and financial futures, mutual funds, real estate and other tangible investments, taxes and investing, international investments, and portfolios.

*Prerequisite(s): BUS 308*

**BUS 425 Commercial Banking**

3 Credits

Focuses on commercial bank asset/liability management, intermediation, central banks, money creation, determinants of interest rates, bank regulation, and global banking.

*Prerequisite(s): BUS 308*

**BUS 432 Promotion Management**

3 Credits

A broad based overview of major concepts and techniques of promotion strategy and management. Topics may include advertising, sales promotion, public relations, direct marketing, personal selling, and interactive electronic media. Course work helps students to develop skills in research, setting promotional objectives, developing strategy, budget planning, and measuring promotion effectiveness.

*Prerequisite(s): BUS 310*

**BUS 433 E-Marketing and Commerce**

3 Credits

Students study the Internet and its commercial applications, and learn how to run a profitable business on the Net.

*Prerequisite(s): BUS 310*

**BUS 434 International Marketing**

3 Credits

International marketing is one of the most interesting topics within business: students have the opportunity to learn how to do business around the world and how to achieve business success in a global world.

*Prerequisite(s): BUS 310*

**BUS 435 Consumer Behavior**

3 Credits

Examines the different ways people make purchasing decisions and the various social, cultural and psychological factors that influence their decisions. Students gain an understanding of how to market goods and services more effectively. Special attention is paid to consumer behavior in the U.A.E.

*Prerequisite(s): BUS 310*

**BUS 442 Database Management**

3 Credits

Introduction to the fundamentals of database management systems (DBMS). Focuses on the analysis, design and implementation of databases. Particular emphasis is placed on database modeling, database design, database implementation, and data dictionaries. Students use Microsoft Access and/or Oracle as the implementing technologies.

*Prerequisite(s): BUS 306*

**BUS 443 Business Systems Analysis and Design**

3 Credits

Examines systems development concepts, methods, and tools covering the systems lifecycle, from requirements specification to structured and object-oriented techniques, including alternative systems-building approaches, and using appropriate CASE tools.

**BUS 450 Compensation and Performance**

3 Credits

The course examines the reward and performance strategies available to management and the role of the human resource manager in the compensation and reward process. It explores the design and evaluation of performance management and reward systems, and the factors management consider when setting remuneration levels. It examines the processes available to management for the measurement of work and performance.

*Prerequisite(s): BUS 301*

**BUS 452 HR Development and Performance**

3 Credits

The course explores the strategic nature of human resource development, its relationship to individual performance and to organizational development. It explores characteristics of learning organizations and knowledge management practices to provide a context for HR development. It examines the skills necessary to undertake needs assessments, design, development, and implementation of training and development interventions.

*Prerequisite(s): BUS 301*

**BUS 453 Entrepreneurship**

3 Credits

Examines entrepreneurship and enterprise development. Particular emphasis is given to the start-up and management of small to medium sized businesses. Primary objective of the course is to develop an understanding of what successful new enterprise development entails and how it can be achieved. As part of the course requirements, students develop a comprehensive business plan in a venture of their choice.

**BUS 454 International Management**

3 Credits

Focuses on managing business in a global environment. Examines how management is affected by key environmental factors such as international politics, cultural differences, and the expectation of corporate social responsibility. Provides students with up-to-date coverage of contemporary international managerial issues, a look at different types of international business activities, and an understanding of how international firms are organized to achieve their strategic goals. Students are exposed to hands-on experience in problem solving, decision making and case analysis to enhance their analytical and team membership skills.

*Prerequisite(s): BUS 309*

**BUS 455 Comparative HR Management**

3 Credits

The course explores the ways in which human resource management differs across national boundaries focusing on international trends and benchmarks. It will enable students to identify and understand how organizations manage their geographically dispersed workforces in order to leverage their human resources to achieve local and global competitive advantage. The focus is on HR as a strategic partner in managing the organization and its interaction with market competition.

*Prerequisite(s): BUS 301*

**BUS 456 Management of Employee Relations**

3 Credits

Examines the nature of conflict within organizations, particularly between labor (whether organized or not) and employers. Examines the role of the HR function in the process of establishing productive relationships between employees and employers.

**BUS 490 Internship**

2 TO 12 Credits

An individualized assignment arranged with an agency, business or other organization to provide guided experience in the field.

**BUS 495 Independent Study**

3 Credits

Directed research and/or study on an individual basis.

**BUS 497 Special Topics**

1 TO 4 Credits

Course in any curriculum for which there is a particular one-time need, or given on a trial basis to determine acceptability and demand before requesting a regular course number.

**BUS 499 Senior Seminar**

4 Credits

Integrative course in which students complete a creative or research project that demonstrates their proficiency in the College of Business Sciences Learning Outcomes. Students present their work to a panel of experts and faculty in business for feedback and assessment.

**CHE 101 General Chemistry I**

3 Credits

Basic principles of measurement and the scientific method, stoichiometry and reactions, gases, thermochemistry, atomic structure and periodicity, and bonding. Various conceptual examples, numerous problem solving exercises, and recommended outside reading material is included.

*Corequisite(s): CHE 101L*

**CHE 101L Laboratory Component for CHE 101**  
1 Credit  
This course is a required lab component for CHE101.  
*Corequisite(s): CHE 101*

**CHE 331 Biochemistry**  
3 Credits  
Introduces selected principles and applications relating to biologically important molecules, reactions and metabolic pathways. Reference will be made to the biochemical basis of disease and the use of biochemical tools in diagnosis and treatment.  
*Corequisite(s): CHE 331L*  
*Prerequisite(s): CHE 101*

**CHE 331L Laboratory Component for CHE 331**  
1 Credit  
This course is a required lab component for CHE 331.  
*Corequisite(s): CHE 331*

**CIT 210 Introduction to IT and Systems**  
3 Credits  
This course provides an introduction to computer and information technology, including the history, terminology, components, and operation of computer systems. Topics include usage of computers; hardware; software applications, and the Internet.

**CIT 215 Computing Foundations**  
3 Credits  
This course provides an introduction to the foundations of programming and problem solving. Topics include introduction to algorithms and algorithm design, number representation, boolean algebra and computing logic, sets and relations, functions, recursion, sequences and arrays.

**CIT 225 Introduction to Programming and Problem Solving**  
3 Credits  
This course provides an introduction to the principles of problem solving, algorithm design, program development and programming environments with Visual Basic as the focus. Students learn how to identify and formulate algorithmic solutions to simple real-world problems.

**CIT 235 Information Security Basics**  
3 Credits  
This course presents the managerial and technical aspects of information security to prepare future business decision makers, and addresses knowledge areas of the CISSP (Certified Information Systems Security Professional) certification.  
*Prerequisite(s): CIT 210*

**CIT 245 Web Development**  
3 Credits  
Introduction to the role of the World Wide Web and Internet technology used in modern business practices. Topics include: history of the Internet and the Web, network configuration, Internet infrastructure and security, Web management. Topics in Web programming include: Web page conformance (SGML), Web page design and creation using HTML, applets, Dynamic HTML and XML.  
*Prerequisite(s): CIT 210*

**CIT 255 Networks and Telecommunications**  
3 Credits  
This course introduces the fundamentals of networking. The course focuses on network terminology, protocols, network models (LAN/WAN), routing fundamentals and subnets.  
*Prerequisite(s): CIT 210*

**CIT 295 Independent Study**  
3 Credits  
The purpose of this course is to provide the student with an opportunity for an independent study of an information systems topic beyond what is covered in existing courses.

**CIT 300 Technical Writing**  
3 Credits  
Provides an overview of the technical writing process and distinguishes technical writing for the IT discipline from other forms of writing. It introduces the fundamentals of planning, drafting and editing technical texts.  
*Corequisite(s): CIT 301*

**CIT 301 Technical Writing (Arabic)**  
2 Credits  
Arabic companion for CIT 300 Technical Writing.  
*Corequisite(s): CIT 300*

**CIT 305 IT in Global and Local Cultures**  
3 Credits  
The focus of this course is on the role of information technology in global and Islamic societies. Topics include ethical and legal issues, cultural changes, and the use of technology to support education, business, communications, and government. College permission required.  
*Corequisite(s): CIT 306 (except for students in the joint IT and Education program)*

**CIT 306 IT in Global and Local Cultures (Arabic)**  
2 Credits  
Arabic companion course for CIT 305 Information Technology in Global and Local Cultures.  
*Corequisite(s): CIT 305*

**CIT 315 Operating Systems Administration**  
3 Credits  
This course introduces concepts of operating systems and their administration in a networked environment. Popular operating system platforms such as UNIX and Microsoft Windows will be used as vehicles for this study.  
*Prerequisite(s): CIT 210*

**CIT 320 Programming and Problem Solving**  
3 Credits  
This course develops further the principles of problem solving, algorithm design and programming environment studied in CIT 225. Topics include primitive data types, objects, control structures, input/output and data structures commonly used in the software development process.  
*Prerequisite(s): CIT 225*

**CIT 325 Applied Programming**  
3 Credits  
This course extends further the programming principles students have studied in CIT 225 and CIT 320. Using a project-based approach and a contemporary programming language, students develop a real-world software application.  
*Prerequisite(s): CIT 320*

**CIT 330 Ethical Hacking and Countermeasures**  
3 Credits  
This course covers network and computer penetration-testing tools and techniques that ethical hackers and security testers use to protect computer networks. This course provides a structured knowledge base for preparing security professionals to discover vulnerabilities and recommend solutions for tightening network security and protecting data from potential attackers.  
*Prerequisite(s): CIT 235*

**CIT 335 Information Security Technologies**

3 Credits

CIT 335 presents the security protocols and applications in local and global networks; IP Security (IPSec) and other communication-level security systems: LAN security, authentication, secure E-mail, secure WWW, with examples and practical solutions.

*Prerequisite(s): CIT 235*

**CIT 340 Computer Graphics**

3 Credits

Concept and application of computer graphics and image processing are covered in this course. Students are provided with advanced training in powerful graphics software such as Adobe Photoshop and Adobe Illustrator, as well as image optimization for the Web and its application for Web publication. Topics include Web object animation; montage and combined images; differences among the various image file formats (GIF, JPEG, BMP, etc.), image types (Raster, vector, etc.), and color models (RGB, CMYK, etc.).

**CIT 345 Multimedia Systems**

3 Credits

Provides an overview of multimedia systems. Students examine how multimedia systems are used in industry, training and education, and discuss guidelines for successful multimedia design and implementation. The course also traces the development and management of multimedia projects. Students create their own multimedia project using a range of media software tools.

**CIT 346 Dynamic Web Development**

3 Credits

This course will prepare students to design and develop websites with dynamic web content, and to integrate web solutions into an organization's information system. It focuses on the client side of creating dynamic web documents.

*Prerequisite(s): CIT 245*

**CIT 350 Communication Networks I**

3 Credits

This course introduces routing basics focusing on router configuration, operating system management, protocols, and basic troubleshooting.

*Prerequisite(s): CIT 255*

**CIT 355 Communication Networks II**

3 Credits

This course introduces switching and intermediate routing focusing on advanced addressing techniques, routing protocols, switching and virtual LANs.

*Prerequisite(s): CIT 255*

**CIT 360 Management of Information Systems**

3 Credits

This course provides an understanding of organizational systems, planning, and decision processes, and how information is used for decision support in organizations. Topics include systems theory and concepts, information systems and organizational systems, and decision theory.

**CIT 365 Database Systems**

3 Credits

Fundamental concepts of current database systems are covered, with emphasis on the relational data models. Other topics include database modeling, operations in the relational model, database language SQL, constraints in SQL, system aspects of SQL, and object-oriented query languages. Design principles and deployment strategies of Internet database also are discussed. Project work involves a modern DBMS (Oracle), using SQL.

*Prerequisite(s): CIT 210*

**CIT 371 Mobile Computing**

3 Credits

This course will cover the major development platforms and the different approaches to providing mobility in computer networks. Topics include the fundamental concepts and principles of mobile computing, wireless networks, wireless sensor networks, applications and services in mobile commerce and other domains, usability and security issues that apply to the mobile environment. Students will experiment with mobile technologies, work on cutting-edge projects, and research and develop ideas for novel mobile computing applications and services.

**CIT 375 Human Computer Interaction**

3 Credits

Human computer interaction stresses the importance of good interfaces and the relationship of interface design to effective human interaction with computers. Students will learn the fundamental concepts of human-computer interaction and user-centered design thinking, through working individually and in teams on an interaction design projects. Students also will learn to evaluate and design usable and appropriate software and web applications based on psychological, social, and technical analysis. Web accessibility and usability principles and testing will also be discussed.

**CIT 376 Game Development**

3 Credits

This course focuses on videogame development as well as investigating the entertainment software industry as a whole. The course focuses on developing useful prototypes. It will contain hands-on activity from day one. Students will play-modify-create. They will follow Grady Booch's paradigm, that academia needs to teach students to modify programs and not just create programs from scratch.

**CIT 377 IT Project Management**

3 Credits

This senior course covers the fundamental elements of planning, managing and controlling IT projects in the U.A.E. The concepts are reinforced with practical in-class exercises and graded assignments. The topics include the tools and techniques required to initiate, plan, implement and closeout IT projects.

**CIT 378 Geographical Information Systems**

3 Credits

The course introduces the concepts and theory of GIS. The latter is essential to solving all spatial problems and developing any GIS application. Examples are the different characteristics of map projections that may lend themselves to certain analysis but not other, basic data concepts that define what we can do with certain data types, and the correct selection of raster or vector data based on project requirements. This course attempts to fill these conceptual and theory gaps that exist. It shows how GIS should be employed and when it will not yield valid or useful results. A secondary goal of this course is to become familiar with GIS software to assist in future classes such as Applications in GIS and GIS development. GIS software tools will be used to demonstrate various concepts discussed in class.

**CIT 395 Independent Study**

3 Credits

The purpose of this course is to provide the student with an opportunity for an independent study of an information systems topic beyond what is covered in existing courses.



**CIT 430 Information Security Management**

3 Credits

CIT 430 presents the concepts of information security in a systems engineering approach to provide managers the knowledge needed to allocate scarce security resources. Covering security policies, risk management and business continuity plans.

*Prerequisite(s): CIT 235*

**CIT 440 Enterprise Web Applications**

3 Credits

This course examines the technical, application, and enterprise layers of Web-based systems. Technical aspects include the technologies and principles of Website operation and management. Topics in the application layer include Web document design, and development practices and standards. At the enterprise level, e-business models, electronic transactions, and social, legal, and ethical issues are addressed.

*Prerequisite(s): CIT 245*

**CIT 450 Communication Networks III**

3 Credits

This course focuses on wide-area networks (WAN) and covers advanced addressing techniques, WAN technology and terminology, network administration and network management.

*Prerequisite(s): CIT 255*

**CIT 460 Systems Analysis/Design/Implementation**

3 Credits

This course provides an understanding of the system development and modification process. Topics include: life cycle phases; communication and interpersonal skills; group dynamics; risk and feasibility analysis; project management, analysis, design and implementation methodologies, quality metrics and software package evaluation and acquisition.

*Prerequisite(s): CIT 210 OR CIT 225*

**CIT 470 Applied Database Systems**

3 Credits

This course develops an understanding of the fundamental concepts of Oracle, the client/server Oracle architecture, and an overview of Oracle tools and utilities. The students study a PL/SQL-procedural language, which enables them to develop database business solutions using Oracle. The course is focused heavily on giving students practical experience in developing Web-enabled database applications using Oracle.

*Prerequisite(s): CIT 365*

**CIT 475 IT Systems Development**

3 Credits

This course provides a study of software life cycle processes, including both practical and theoretical issues. The topics include systems analysis, requirements specification, software design, implementation, software quality assurance, testing, and maintenance.

*Prerequisite(s): CIT 320*

**CIT 490 Internship**

6 Credits

The internship provides the student with an on-the-job experience at a local U.A.E. enterprise. The student works on a project together with the student's sponsor and mentor. At the conclusion of the internship, each student presents a report to the class and the IT faculty summarizing the internship experience and how it has influenced the student's IT education and career objectives. College permission is required.

**CIT 491 Research Methods**

3 Credits

This course aims to provide students with an understanding of basic frameworks in research. The course covers techniques to gather information, create and develop a research proposal and evaluate research carried out by others. Major areas include interpretive and scientific approaches, design, survey methods and tools, case study, field study, data collection, experimentation, and analysis. The principal skills involved are in carrying out the research processes, and in the written and oral presentation of results.

**CIT 495 Independent Study**

4 Credits

The purpose of this course is to provide the student with an opportunity for an independent study of an information technology topic beyond what is covered in existing courses and in more depth than level 200/300 independent study courses.

**CIT 497 Special Topics in Information Technology**

3 Credits

The purpose of this course is to provide an opportunity for an in-depth treatment of an information systems topic beyond what is covered in existing courses.

**CIT 498 Senior Seminar**

1 Credit

The object of this course is to prepare students for CIT 499 (Capstone/Final project). Various topics related to capstone projects are discussed and some potential projects are reviewed. Students are expected to select and initiate a project prior to completing the course. College permission required.

**CIT 499 Capstone Project**

3 Credits

This is a senior project course in which student teams usually complete a substantial "real-world" project that may be provided by sponsors drawn from both private and government organizations in the U.A.E. Projects are developed under the direction of the course instructor, and may include members of the sponsoring organization. The execution of each project encompasses the following phases: requirements analysis, design, implementation, documentation and release.

**COL 105 Career Exploration**

3 Credits

This course guides students through the process of exploring careers and provides the strategies and skills necessary for a lifetime of career-related decision-making. Students explore options for future careers by engaging in four activities: investigating the world of work, considering the career-planning process, recognizing the relation between various academic majors and career choices, and becoming familiar with CV writing. Academic skill development and advising are ongoing throughout the course.

**COL 110 Mathematical Modeling with Data**

3 Credits

Students will organize, analyze and present information obtained from data using spreadsheet software.

*Prerequisite(s): COL 111*

**COL 111 Mathematical Modeling with Functions**

3 Credits

Designed to provide students with a broad general education in quantitative reasoning and to enhance numerical skills. It will also provide a foundation for the development of the students' ability to function in major programs that involve mathematical reasoning. The course will focus on analytical reasoning and thinking to solve real world problems in business, computer science, education and science. Excel and Maple are used extensively throughout the course.

**COL 120 Colloquium**

3 Credits

As the first semester course in the Colloquy on Integrated Learning, COL 120 systematically introduces students to the University and its disciplines. The course is thematically organized so as to demonstrate the ways in which each discipline generates knowledge and solves problems.

**COL 130 Arabic Concepts**

3 Credits

The purpose of this course is to increase students' analytical abilities in the Arabic language through critical engagement with texts selected from various periods of the Arabic tradition. The readings focus on key concepts from the humanities and social sciences. Upon completion of the course, students should be able write critical essays, reflective writings, meaningful summaries, reports, and research papers. Students will also develop critical acumen, and a deeper understanding of text nuances and aesthetics.

**COL 135 Islamic Civilization I**

3 Credits

This course focuses mainly on Islamic values, institution building, socio-political disintegration, renewal and reform, seeking to familiarize the students with the evolution and significance of the major socio-economic institutions on which Muslim communities are based. In addition to being comprehensive and balanced, the course's main goal is to construct a rational outlook based on understanding, analysis and objectivity.

**COL 140 English Composition I**

3 Credits

Reading a range of academic texts, students compose essays that respond to specific questions. Persistent, faculty-guided practice develops the abilities of students so that they produce well-organized work, using sources appropriately and expressing ideas in accurate, well-developed paragraphs and sentences. Students with a high level of proficiency in reading and writing the English language will have the opportunity to enroll in COL140A instead of COL 140.

**COL 140A English Composition I (Advanced)**

3 Credits

COL 140A English Composition I (Advanced) supports COL 150 Global Studies I by developing the student's ability to comprehend course readings and to write essays of at least 500 words that state and support a position on global topics. The course prepares students for COL 145 English Composition II and COL 240 English Composition III.

**COL 145 English Composition II**

3 Credits

Building on the composition skills developed in COL 140, students continue to develop their writing abilities, producing extended essays using a variety of academic sources. Faculty-guided practice enables students to develop their abilities to express ideas in accurate well-developed paragraphs and sentences and to develop critical awareness of sources.

*Prerequisite(s): COL 14*

**COL 150 Global Awareness I: Emerging Civilizations**

3 Credits

In the first course of the Global Awareness sequence, students will study two ancient civilizations, including Greece or Rome and China or India. With primary source material to highlight economic, political, literary, and visual expressions of key figures in the Ancient World, students will develop an understanding of the issues of social and political identity that demanded attention and captured the imagination of those living in what have been deemed great civilizations.

**COL 155 Global Awareness II: Imperial Encounters**

3 Credits

This course provides a comparative examination of imperial states that took shape between the 13th and 19th centuries in various parts of the world including the Americas, Africa, and Eurasia. Each empire will be examined in the context of four different themes: origins and state power; social, cultural and/or scientific developments; trade and economy; and art and architecture. The course will provide students with an understanding of the social, political, and economic dynamics that led to the rise and power of such empires as well as to the subsequent decline of those empires.

*Prerequisite(s): COL 150*

**COL 230 Islamic Civilization II**

3 Credits

This course continues COL 135's focus on Islamic values, institution building, socio-political disintegration, renewal and reform. It investigates the situation of Muslims in the modern world (17th – 21st centuries), analyzes the family institution and the role of Muslim women, and critically examines contemporary Arab societies. The impact of the Islamic heritage on the Gulf region is also analyzed.

*Prerequisite(s): COL 135 OR ISL 111*

**COL 240 English Composition III**

3 Credits

Students learn to develop persuasive arguments and produce research essays or reports on approved topics of their own choosing. Classroom instruction introduces students to the research process, further develops critical awareness of source material, and extends students' abilities to express ideas in accurate well-developed paragraphs and sentences. This course builds on skills developed in COL140 and COL145.

*Prerequisite(s): COL 145*

**COL 250 Global Awareness III: The Twentieth Century and Globalization**

3 Credits

This course explores five interrelated topics to understand forces that shaped the world today: the evolution of scientific and technological knowledge; the increasing economic interdependence across all regions of the world; the ideas that have broadly contributed to models of social and political organization; the evolution of international relations; and major cultural trends and social debates in the arts, literature, and music.

*Prerequisite(s): COL 155*

**COL 260 Environmental Science**

3 Credits

This introductory course to environmental science gives students the background necessary to understand the complex environmental problems facing the U.A.E. and the world. The course explores the scientific basis of environmental problems as well as the economic and social issues that influence the solutions to these problems.

**COL 270 Introduction to Information Technology**

3 Credits

This introductory course is designed to lay down a foundation of knowledge in the area of information technology. Every 21<sup>st</sup> century citizen—and every ZU student—should have a basic competency in computing, including for example, how to effectively use application packages and the Internet. Throughout the course, critical thinking and problem solving skills will be developed. The course aims to explain to students the principles of information and communication technology and the impact of them on people and organizations. The four course modules are IT, software tools, web development and web applications.

**COM 200 Communication, Media and Society**

3 Credits

An introduction to media literacy and a broad survey of the relationship between media industries and society. Exploration of general trends in media industry development, analysis of media texts, and charting of the politics of production and distribution of media. Particular attention is given to placing the Emirati experience in the larger global context.

**COM 210 Media Storytelling I**

4 Credits

Introduction to practical reporting and writing. Introduces the concepts of objective and subjective journalism; discusses storytelling and presentation forms and methods for print, broadcast, online, and social media.

**COM 230 Public Speaking and Persuasion**

3 Credits

An exploration of the relationship between public speaking and persuasion. Theoretical perspectives and empirical evidence about what makes messages persuasive will be covered. Students will develop an understanding of the fundamentals of public speaking and learn how to speak confidently and effectively as well as deliver a persuasive message in a variety of public speaking situations.

**COM 231 Media and Cultural Criticism**

3 Credits

An introduction to contemporary approaches for interpreting media texts and constructing meaning using historical and critical analysis. Students will learn to apply critical methods to popular culture, evaluate the aesthetic quality of print and broadcast messages and assess the techniques used by mass media to influence audiences.

**COM 240 Communication and Media Ethics**

2 Credits

A critical examination, discussion and analysis of ethical and moral considerations in contemporary professional communication. Discusses various viewpoints of media freedom versus responsibility providing students perspectives and resources from different media systems.

**COM 261 Communication and Media History**

1 Credit

A review of key milestones in the development of human communication and media, including print, electronic media, film and Internet. An historical overview of the Emirates and GCC media. Discussion of the impact of globalization on media as well as contemporary trends toward convergence of the media.

**COM 280 New Media**

3 Credits

An examination of strategies and technologies used for new media composition as well as the cultural factors which shape new media communications. Students will use the tools of digital storytelling, including a variety of interactive digital media technologies, to produce strategies and online presentations of journalistic content.

**COM 311 Zayed Media Lab I**

1 Credit

Introductory professional practicum. Will involve supervised work for campus media or special projects for major areas such as converged media, visual media, integrated strategic communications and tourism & cultural communications.

**COM 312 Zayed Media Lab II**

1 Credit

Advanced professional practicum. Will involve supervised work for campus media or special projects for major areas such as converged media, visual media, integrated strategic communications and tourism & cultural communications.

*Prerequisite: COM 311*

**COM315 Media Storytelling II**

3 Credits

Advanced course in writing for print, broadcast, and web media. Focus on professional media writing in specialized contexts, such as feature writing, writing for film, television, radio, and public affairs writing.

*Prerequisite: COM 210*

**COM 320 Photojournalism**

3 Credits

Focuses on capturing and telling stories through photographs which can be used for print and Web publications. Digital camera techniques for shooting and editing photos. Significant work will also be done in commercial, portrait, and documentary photography. Students will complete this course with a body of work worthy of submission to national photography competitions.

**COM 321 Video and Audio Production**

3 Credits

Introduces students to moving images and sound, with focus on producing and editing audio and visuals for film, television, radio and web broadcast using digital technologies. Techniques of filming, recording, editing and lighting will be explored. Focus on the fundamentals of telling stories with video and audio for the respective outlets.

*Prerequisite: COM 311*

**COM 323 The Business of Film and Television**

3 Credits

Students will develop a knowledge of the history of television and film and how we arrived at the business models that are used today in documentary film, Hollywood, Bollywood and Middle East film productions, television news, and dramatic television production.

**COM 324 Film and Television Criticism**

3 Credits

Through a look back at the last 100 years of film and television, students will learn to critically evaluate films in terms of writing, directing, production values, editing, and cinematography.

**COM 337 Interpersonal and Intercultural Communication**

3 Credits

The influence of culture on interpersonal and cultural communication processes. Focus on the impact of values, beliefs, perspectives and verbal and non-verbal codes on intercultural interactions. Development of interpersonal communication skills that improve competence in communication across cultures.

**COM 351 Principles of Public Relations**

3 Credits

Survey of the theory, history and practice of public relations. Examines public relations functions within organizations, its impact on various publics and its role in society. Students will learn about the evolution of the field, the range of roles and responsibilities that public relations practitioners assume in a variety of settings, professional ethics, and significant issues and trends that have shaped the practice.

**COM 352 Principles of Advertising**

3 Credits

Survey of principles and practices of advertising in a market-driven economy. An exploration of the history, social and political perspectives, advertising institutions, current campaigns, industry trends, and an overview of advertising theory, planning, and practice.

**COM 353 Writing for Integrated Strategic Communications**

3 Credits

An examination of the strategic communications writing process, and of preparing goal-oriented messages. Students will write strategic messages for selected publics and media. Includes intensive practice in writing for a strategic media mix; including news releases, newsletters, media kits, creative advertising copy, public service announcements, website writing, crisis communications and other written and audio-visual tools.

*Prerequisite: COM 351 or COM 352*

**COM 356 Media Planning and Management**

3 Credits

Introduction to media planning, buying, and management concepts. Includes characteristics of all forms of media, media terminology and calculations. Emphasis on solving communication problems from the perspective of strategic decision-making. Students will identify problems, develop alternative media solutions, and evaluate proposed solutions.

**COM 358 Entrepreneurship in the Media**

3 Credits

The ability of individuals to create, manage and launch their own media organizations is an increasing reality. The course explores the opportunities and challenges in creating, managing, promoting and sustaining a media related enterprises in the United Arab Emirates and beyond.

**COM 360 Communication and Media Research and Analysis**

3 Credits

An introduction to research methods commonly used in contemporary media and communication disciplines. Students will learn to formulate research questions, determine the appropriate method, plan and design research, and collect, analyze, interpret and present data. They will be introduced to be quantitative and qualitative modes of research and analysis, and attain research skills relevant to the communications professions in which they will work.

**COM 371 Tourism Principles**

3 Credits

Introduction to the major tourism theories, concepts and practices. Focus on the concept of the tourism system as a communication system and how the key sectors and stakeholders (government, private, community, transport, accommodation and attractions) interact to produce a complete tourism product. Considers the factors that influence tourism demand and the impacts of tourism on destinations and people.

**COM 372 Communicating Tourism, Destinations, and Heritage**

3 Credits

An integrated approach to the application of public relations, advertising and marketing strategies for the effective promotion of destinations, cultural heritage and other tourism attractions, facilities, products, and services. Emphasis on the use of multichannel, multimedia communication to build destination image, raise awareness, attract and inform. Uses case studies of global and local best practices.

**COM 373 Planning and Promotion for Events and Festivals**

3 Credits

Develops a fundamental understanding of the various types of events and festivals. Examines the events planning process, organization, implementation and evaluation, including the creation of comprehensive event proposals, feasibility studies, the development of integrated communication strategies to meet the identified objectives, and managing the event or festival as a project.

**COM 380 Web Design and Publishing**

3 Credits

Design, implementation, and management of communication on the Web through a variety of platforms. Students will learn introductory tools and develop skills in interactive software.

**COM 382 Multimedia Production**

3 Credits

Advanced skills in merging video, audio, animation, photography, and print into interactive multimedia experiences. Covers aesthetic direction, process, development, time management, and various graphic creation. Techniques in multimedia authoring, with applications for cds, dvds, and the internet - within film, broadcast, and journalistic contexts.

*Prerequisites: COM 315, COM 321, and COM 380*

**COM 383 Virtual Communities and Social Media**

3 Credits

Establish theoretical and experiential foundations for understanding the relationship between mediated communication and human community. Class discussion will focus on a variety of virtual world environments. Significant lab work within interactive media.

**COM 384 Media Technologies from Gutenberg to the Internet and Beyond**

3 Credits

A broad historical survey of media technologies and their social implications. Goal is to develop an understanding of how economic, social and political (world & local) factors transform communication media and institutions.

**COM 421 Writing, Producing and Directing Film and Video**

3 Credits

Students will produce a short narrative or documentary film from preproduction to postproduction. The study of three-act screenplay structure, budget preparation, shooting schedules, story boards, cinematography, sound, directing actors, and editing. Students will complete the class with a short film they may submit to film festivals in the UAE and abroad and which will be a key part of their portfolio.

*Prerequisites: COM 315 and COM 321*

**COM 422 Special Topics in Visual Communications**

3 Credits

Provides opportunities for the study of selected special topics in visual communications. May include such short form media as public service announcements, commercials, music videos, and short narrative films.

*Prerequisite: Permission of instructor*

**COM 441 Communication and Media Law**

1 Credit

Legal comparative concepts and principles including prior restraint, libel, privacy, contempt and access as they relate to print, broadcast, advertising and other areas. Focus on legal concepts as they apply to the U.A.E.

**COM 451 Integrated Strategic Communications**

3 Credits

An integration of advertising, public relations and marketing with the planning and execution of communication campaigns for organizations. Students will learn to research and analyze situations, organizations and publics; develop strategies; select and implement creative tactics and evaluate plans.

*Prerequisites: COM 351 AND COM 352 AND COM 353*

**COM 452 Special Topics in Integrated Strategic Communications**

3 Credits

Provides opportunities for the study of selected special topics, issues and current affairs in communication as related to Integrated Strategic Communications.

*Prerequisite: Permission of instructor*

**COM 474 Special Topics in Tourism and Cultural Communications**

3 Credits

Provides opportunities for the study of selected special topics, issues and current affairs in communication as related to tourism, heritage, events and festivals.

*Prerequisite: Permission of instructor*

**COM 481 Reporting, Writing & Producing Converged Media**

3 Credits

Theory and practice of reporting, editing and producing material for publication or broad-cast in a converged environment. Students produce multimedia reports for traditional and converged media operations.

*Prerequisites: COM 315, COM 321, and COM 380*

**COM 485 Special Topics in Converged Media**

3 Credits

Provides opportunities for the study of selected topics, issues and current affairs in converged media.

*Prerequisite: Permission of instructor*

**COM 490 Internship**

3 Credits

Supervised professional work experience in a media organization or in the media department of an appropriate organization in a field that is similar to a student's specialization. Externships require the approval of the College.

*Prerequisite: senior status*

**COM 495 Independent Study**

1-3 Credits

Independent study enables students to study material, pursue projects and/or conduct research in Communication and Media Sciences not available through regularly scheduled courses.

*Prerequisite: Permission of College Associate/Assistant Dean.*

**COM 499 Capstone: Senior Project**

3 Credits

Working individually or in a small group, students integrate the knowledge and skills they learned in the major to plan and execute a significant public communication project or research project in consultation with a faculty adviser.

*Prerequisite: senior status*

**ECN 201 Foundations of Microeconomics**

2 Credits

Introduces students to trade-offs that must occur in daily socio-economic transactions in order to allocate scarce resources.

**ECN 202 Understanding Macroeconomics**

2 Credits

Considers economy-wide issues in the U.A.E. and globally, for non-economic specialists.

**EDC 202 Human Development**

3 Credits

This course explores the influences of heredity and environment on humans' physical, intellectual, emotional and social development. Students will learn about age-level abilities and behavior.

**EDC 207 Infancy and Early Childhood**

3 Credits

Human development and learning from conception to age eight is covered, including physical, intellectual, emotional and social development with emphasis on inter-relationships of growth and behavior of young children in relationship to family, peer group, and educational programs.

**EDC 221 International Systems of Education**

3 Credits

Comparative study of education in the Arab-Islamic and Western societies, with emphasis on cultural and social factors.

**EDC 307 Middle Childhood and Adolescence**

3 Credits

Study of human development and learning from age eight through adolescence. Considers influences on the physical, intellectual, emotional and social development of children and adolescence, examining roles played by family, peers, and educational programs in shaping the goals and behavior.

**EDC 314 Early Childhood Program Models**

3 Credits

Study of developmental needs of infants to three-year-old children, and various approaches to the creation of quality learning environments and the use of appropriate teaching and guidance techniques.

**EDC 315 Observation and Assessment**

2 Credits

This course examines conceptual frameworks for child and adolescent assessment and evaluation through application of basic assessment techniques to inform developmentally and culturally appropriate programs related to cognitive, physical, emotional, social, and creative development.

**EDC 316 Parents as Educators**

3 Credits

This course explores developmental issues and parenting practices of families in the U.A.E. and around the world. The role of parents as first educators of their children will be studied.

**EDC 321 Classroom Management**

3 Credits

Focus on issues of proactive, responsive, and supportive methods of behavior management in the classroom. Students develop effective rules and procedures to minimize student misbehavior and learn to reinforce positive behaviors.

**EDC 323 Integrated Curriculum for Early Childhood**

3 Credits

Development of integrated curriculum for young learners through eight years, applying developmentally appropriate principles which facilitates young children's cognitive, physical, emotional, social and creative development.

**EDC 324 People with Special Needs**  
3 Credits  
Provides an introduction to physical, sensory, behavioral, and emotional disabilities from a biological perspective. The needs and aspirations of people with special needs and their families, as well as support services, are studied in the context of Islamic and other cultures.

**EDC 335 Administration of Education Programs**  
3 Credits  
Course focuses on how programs are administered and implemented and the role and functions of those who administer programs, including organizational structure and governance.

**EDC 341 Learning English in Schools**  
2 Credits  
Introduction to the theories of acquiring second languages compared to first language acquisition, especially how oral and written language are similar and different. Basic concepts and terminology of form, structure, and function of English.

**EDC 341AL Arabic Lab: Learning English in Schools**  
1 Credit  
Arabic component of EDC 341 Learning English in Schools.  
*Corequisite(s): EDC 341*

**EDC 350 Education Studies I: The Learner**  
3 Credits  
Aspects of the learner-centered classroom including student motivation, planning the learning environment, catering for diverse learning styles, and establishing inquiry-based activities to enhance critical thinking are studied.  
*Prerequisite(s): EDC 202 AND EDC 324*

**EDC 350A Practicum I**  
1 Credit  
Practicum I focuses on providing students with opportunities to observe children and school communities and relate their observations to the study of human learning, which is the focus of EDC 350.  
*Prerequisite(s): EDC 350*

**EDC 351 Education Studies II: Instructional Strategies**  
3 Credits  
Study of teaching in relation to learners and professional responsibilities and obligations. Contemporary issues affecting the classroom teacher in the U.A.E. serve as the specific focus. Practicum provides students the opportunity to integrate theory and practice through working with learners and teachers in classrooms.

**EDC 351A Practicum II**  
2 Credits  
Practicum II consists of supervised experiences in a school setting. Students have the opportunity to teach and learn, and to engage in planning individual, small group and whole class interactions.

**EDC 352 Early Childhood Mathematics and Science I**  
3 Credits  
Foundational concepts, process skills, alternative ideas, research, and the integration of math and science with other subjects, including literacy essential to the learning and teaching of math and science to young students.

**EDC 352AL Early Childhood Mathematics and Science I**  
1 Credit  
This experience in Arabic concentrates on the vocabulary, skills, and content required to teach math and science in Arabic.

**EDC 353 Assessment in the Content Area**  
3 Credits  
Current theories, issues and approaches in assessment in the U.A.E. are explored, focusing on the development of appropriate student assessment policies and procedures for the preparatory classroom. Critical analysis of student assessment and policies.

**EDC 354 Communicative Competence in English**  
3 Credits  
Principles and practice of how language is used to communicate in a variety of contexts and situations. Focus on teachers' knowledge of language and the interconnectedness of receptive and productive skills and ways to develop these skills.

**EDC 355 Developmental Reading and Writing in the Content Areas**  
3 Credits  
Study of literacy development in different content areas. Students learn how to adapt existing materials and how to develop materials to meet the learning needs of students they will have in classes.  
*Prerequisite(s): EDC 354 AND EDC 341*

**EDC 366 Introduction to Research and Measurement in Education**  
3 Credits  
Research and measurement methods specific to education are studied. Students learn to locate, read, understand, and critique research articles. They are also introduced to action research methods and learn to interpret standardized test results typical in schools.

**EDC 368 Communicative Competence in Arabic**  
2 Credits  
This course studies current pedagogical practices that teachers can use to develop students' literary skills in Arabic. In addition, prospective teachers develop their own communicative competence in Arabic. With increasing emphasis on reading and writing competence, prospective teachers study principles and practice of development and using modern Arabic in a variety of contexts.

**EDC 386 Literature for Children and Adolescents**  
3 Credits  
Prepares students for teaching or working with children and adolescents. Covers a variety of types of literature, genre, and age groups. Methods and techniques of using children's literature for a variety of purposes are explored.

**EDC 393 Teaching Mathematics I**  
3 Credits  
Students study the mathematical content and teaching methodologies needed for teaching mathematics in elementary school, concentrating on arithmetic, algebra and number theory. Specific areas addressed include the history of numbers, numeracy, rules of arithmetic, numeration systems place value, simple geometry, and graphs.

**EDC 393AL Arabic Lab Teaching Mathematics**  
1 Credit  
This experience in Arabic will focus on the content, vocabulary, and skills teachers need to teach mathematics in Arabic.

**EDC 394 Teaching Mathematics II**  
3 Credits  
This course prepares the elementary teacher to teach the mathematical content in elementary school in a concrete and experiential approach. Topics covered include fractions, geometry, symmetry and regular figures, inductive and deductive reasoning, measurements, methods of counting, and introductory probability and statistics.

**EDC 395 Teaching Computer Technology**

3 Credits

The course provides an overview of local and international computer technology standards. It explores a variety of approaches to teaching computer technology as a school subject. Basic computer skills are enhanced through examination of practical applications in school settings. Learning theories and how they relate to computer technology learning and use are explored, as well as the potential of technology to enhance teaching and learning.

**EDC 407 Adult Education**

3 Credits

Examines the philosophy and key theories of adult education, including the role of adult educator, setting of appropriate learning outcomes, the integration of adult learning with career goals, and the assessment of educational needs of adults.

**EDC 431 Partnership with Families and Communities**

3 Credits

This course will develop the student's understanding of the influence of family, school, the community and other social and political institutions on the child's development from a global and local perspective. The course is designed to assist students in developing professional-family relationships that are meaningful, cooperative, and productive. This course will address the need to provide families with supportive services and guidance to community resources.

**EDC 432 Professional and Ethical Issues**

3 Credits

This course will introduce students to the profession of school social work and what it means to act professionally and ethically. Students will acquire the knowledge base and skills required to identify ethical issues, resolve ethical and professional dilemmas, to make ethical and professional decisions when faced with conflicting duties and choices.

**EDC 450 Education Studies III: Curriculum Design**

3 Credits

Examines curriculum planning, implementation, and evaluation through the preparatory grades including issues of scope, sequence, and articulation. On-campus course time is combined with extensive off-campus supervised experiences in schools.

*Prerequisite(s): EDC 351*

**EDC 450A Practicum III**

2 Credits

Practicum III continues a program of supervised observation and interaction in a school setting and provides opportunities for students to observe mentors, children and school communities, and to engage in planning, teaching and assessment in small group and whole class contexts. Students will also critically reflect on their teaching practice.

**EDC 452 Early Childhood Mathematics and Science II**

3 Credits

Study of the teaching of mathematics and science to young learners is continued. Standards, alignment of content, and teaching strategies are emphasized.

*Prerequisite(s): EDC 351 AND EDC 352*

**EDC 453 Teaching Science**

3 Credits

Foundational concepts of teaching science, process skills, misconceptions, research, and the integration of science with other subjects, including literacy. Students will develop skills in the teaching of science.

**EDC 460 Learning Technologies in the Classroom**

3 Credits

Study of the principles underlying current uses of technology in K-12 settings. Technology is examined across a range of content areas. Students are encouraged to develop critical perspectives about the uses of technology for education.

**EDC 465 Teaching Students with Special Needs**

3 Credits

This course examines the realities involved in teaching children with special needs in special and inclusive classrooms. Students explore the range of learning needs they have found in their practicum experiences.

*Prerequisite(s): EDC 324 AND EDC 450*

**EDC 466 Behavior and Social Development in the Family**

3 Credits

Understanding the factors within a family that influence behavior challenges in children and adolescents. Assessment of behavioral issues and specific interventions that promote health child and youth development.

**EDC 473 Teaching Reading and Writing**

4 Credits

Builds on and extends the knowledge base and understanding of how children and youth learn to read and write. A central tenet of the course is that the best teachers of literacy are themselves active and engaged readers and writers.

**EDC 490 Internship**

9 Credits

The internship consists of supervised teaching and/or school social work practice in a school. Responsibilities include individual, small group, and whole-class work under supervision.

**EDC 495 Independent Study in Education**

3 Credits

Completion of a student-defined area of study relating to schools, teaching, or other aspects of education. Supervision by faculty member.

**EDC 497 Special Topics in Education**

3 Credits

Consideration of important, current topics relevant to education in the U.A.E. May take different formats, depending on the topic.

**EDC 499 Capstone Seminar**

3 Credits

Exploration of issues in schools, teaching, and school social work will be the focus of this project-based course. Students will reflect on and learn from experiences in the internship. Completion of a final portfolio and capstone project is required.

**HSC 205 Principles of Nutrition**

3 Credits

Examines human nutritional needs, the food sources of required nutrients, meal planning modes, management and the safe keeping of food to ensure that families' nutritional needs are met.

**HSC 307 Nutrition Across the Lifespan**

3 Credits

Examines nutritional needs and problems associated with different ages and phases of human development, physiological states and lifestyles, with emphasis on fitness and dietary requirements.

**HSC 316 Public Health and Community Nutrition**  
3 Credits  
Examines food and nutrition related problems in the community. The role of the community nutritionist in helping individuals, families and communities to solve nutrition problems is explored in theory and through short work placements.

**HSC 316AL Arabic Lab II**  
1 Credit  
Arabic Lab for HSC 316 Public Health and Community Nutrition.  
*Corequisite(s): HSC 316*

**HSC 317 Sensory Evaluation of Foods**  
3 Credits  
Introduces recent developments in food ingredient uses and in food preparation techniques. An experimental approach to solving food preparation problems is explored, with an emphasis on the sensory evaluation of foods.

**HSC 318 Food Science**  
3 Credits  
The scientific study of the basic constituents of foods and the chemical and physical actions and reactions that cause nutritional, sensory and other changes before, during and after processing. Students use scientific method in laboratory experiments to facilitate the understanding of food and nutrition, and science.  
3 Credits

**HSC 323 Food Sanitation and Hygiene**  
3 Credits  
Explores the causes, consequences and prevention of food borne disease across the food chain as well as the components of risk analysis and the importance of their application in the food industry.

**HSC 326 Introduction to Food Laws and Regulations**  
3 Credits  
Examines the governmental policies that impact the U.A.E. food supply. Specific topics to be covered include the regulations affecting food distribution, sale, and commercial preparation. The focus is on consumer safety.

**HSC 328 Diet Planning and Assessment**  
3 Credits  
Using management concepts and incorporating dietary software to plan, implement, and assess individual and group food intakes.

**HSC 331 Physics in Health Sciences**  
3 Credits  
Introduces selected physical principles relating to an understanding of common aspects of risk, i.e. in the health, safety, accident context, and explores the strong link between basic physics concepts and selected biomedical applications.  
*Prerequisite(s): COL 111 AND COL 260*

**HSC 331L Lab Component for HSC 331**  
1 Credit  
This course is a required lab component for HSC 331.  
*Corequisite(s): HSC 331*

**HSC 350 Health Promotion and Health Education**  
3 Credits  
An interdisciplinary course examining ways in which societies attempt to enhance and promote health in the workplace, home, media, education and other environments, while assessing critically the related challenges and risks to health. It examines how sociocultural, economic, political and educational factors influence health in communities, and how such knowledge is utilized to create intervention programs. Each student identifies a specific health issue, and develops a specific health promotion initiative.

**HSC 350AL Arabic Lab II**  
1 Credit  
Arabic Lab for HSC 350 Health Promotion & Health Education.  
*Corequisite(s): HSC 350*

**HSC 366 Introduction to Epidemiology**  
3 Credits  
This course examines the patterns and distribution of health and disease in human populations and of the factors that influence such patterns. It will show how epidemiological can be used to determine the cause of health-related problems, predict risk and provide a basis for broad based preventive action. The course will be richly illustrated with examples of significance within the U.A.E., the region and globally, and explore how public policy is influenced by such information.

**HSC 367 Patterns of Health, Disease and Injury**  
3 Credits  
This course is designed to develop the knowledge and skills introduced in HSC 366 relating to the number and distribution of diseases and injury, the determinants of major diseases and injury, giving emphasis to the use of epidemiological tools in analysis and policy options for prevention.  
*Prerequisite(s): HSC 366*

**HSC 375 Health and Behavior**  
3 Credits  
Students will study the sociocultural, psychological, and biological determinants of behavioral risk factors that affect health. Interventions to improve individual and population health through the modification of behavior or personal relationships will constitute an integral component of the course.  
*Prerequisite(s): HSC 350 AND PSY 212*

**HSC 402 Diet and Disease**  
3 Credits  
This course examines the effects that malnutrition and overeating have on human health. Students consider diseases that can result from dietary deficiencies. The protective value of some foods will also be considered.

**HSC 403 Practicum in Health Sciences**  
3 Credits  
Practical experience opportunity for students to work in sectors associated with health sciences prior to the internship.

**HSC 412 Advanced Human Nutrition**  
3 Credits  
An introduction to the problem of food and nutritional diseases from a clinical and public health perspective, and the relationship between the causes of the problem and the programs designed to solve them. Principles of nutritional intervention for therapy and prevention are discussed, with emphasis on the health sector's role.

**HSC 422 Nutrition Education and Wellness Counseling**  
3 Credits  
Application of counseling and learning theories with individuals and groups in community and clinical settings. Includes discussion and experience in building rapport, data assessment and interpretation, selecting learning activities, evaluation, and documentation.

**HSC 440 Clinical Nutrition**  
3 Credits  
A continuation of medical nutrition therapy topics introduced in Advanced Human Nutrition. A case study approach will explore selected disease states. Students will learn to apply the nutrition care process—assessment, diagnosis, intervention, and evaluation—in treatment of disease.  
*Prerequisite(s): HSC 412*



**HSC 450 Planning and Evaluation in Health Promotion and Health Education**

3 Credits

Future public health professionals will acquire the basic tools to plan, implement and evaluate the impacts of their health promotion and health education strategies. It covers different frameworks and theories in program planning and evaluation.

*Prerequisite(s): HSC 350*

**HSC 466 Research Methods in Health Sciences**

3 Credits

This course provides an introduction methodologies used in the Health Sciences. Following a logical progression from research process, formulation of research problems, data collection and analysis, to report writing, the course prepares students for capstone projects and post graduation professional research process.

**HSC 468 Health and Social Policy**

3 Credits

A comparative study of different countries to provide an understanding of how policy across a variety of sectors affects health in communities. It also considers how alternative systems of finance and management are applied in health-related organizations and examines their consequences and effectiveness. Students undertake policy analyses in relation to health issues, and examples are drawn from, for example, social security, education, health, housing and community care.

**HSC 469 Settings for Health Education and Health Promotion**

3 Credits

This course builds on students' knowledge and skills in health education and health promotion. It focuses on how health and ill health is influenced by particular living and working environments, and how this knowledge is used to inform and refine policies and programs so they are more effective and efficient.

*Prerequisite(s): HSC 350*

**HSC 470 Water and Solid Waste Management**

3 Credits

Students will study the principles involved in management of the collection, retention and treatment of water supply, wastewater, and solid waste in industrial and municipal facilities. Innovative and environmentally sound management aspects, such as recycling and design optimization, will be stressed.

*Prerequisite(s): CHE 101*

**HSC 471 Monitoring and Risk Assessment**

3 Credits

This course involves the study of hazard assessment, dose-response assessment, exposure assessment, risk characterization, and uncertainty analysis. Case studies will illustrate the assessment process, convey the complexity of risk assessment and the challenge of data collection, analysis and modeling.

*Prerequisite(s): HSC 367*

**HSC 475 Quantitative Exposure Assessment for the Health Sciences**

3 Credits

After an introduction to topics of exposure assessments and analysis, a series of experiments introduce students to various equipment and instruments used to quantify contaminants from various exposure media like air and water samples.

*Prerequisite(s): HSC 367*

**HSC 477 Case Studies in Environmental Hazards**

3 Credits

Carefully chosen case studies in natural and human-made hazards will be analyzed in terms of causation, effects, mitigation, and management. The focus with reference to public health will be on immediate and long-term implications of such hazards.

*Prerequisite(s): HSC 367*

**HSC 480 Professional Practices in Health Sciences**

3 Credits

This course aims to develop habits of the reflective practitioner, and to provide an understanding of organizational systems, as well as legal and ethical dimensions of professional life. It prepares students for success in professional positions in health education and health promotion, environmental health, and nutrition.

**HSC 480AL Professional Practices in the Health Sciences**

1 Credit

This Arabic Lab accompanies the Professional Practices in the Health Sciences. It will explore Arabic readings and terms from a Health Sciences career perspective. Additionally, coursework will function as practice for students in delivering formal health-focused presentations in Arabic.

*Corequisite(s): HSC 480*

**HSC 490 Internship**

6 Credits

Internship provides professional experience for Health Sciences students in a challenging but supportive working environment of their choice. It enables students to enhance their interpersonal skills, increase self-confidence and apply knowledge and skills gained at Zayed University in a professional setting.

**HSC 499 Capstone**

3 Credits

The capstone course combines coursework in the Health Science major and Internship. Students develop a senior creative or research project that showcases proficiency in the Health Science Major Learning Outcomes and the ZU Learning Outcomes. Each student will demonstrate an ability to integrate and synthesize what the student has learned in classes and from the student's work experience. Students will be assessed by a faculty evaluation of presentations and written work.

**HSS 200 Social and Economic Trends in the Gulf**

3 Credits

Explores the many facets of social and economic trends that are emerging in modern Gulf societies. Raises students' awareness of the dynamics of globalism and how its forces impact local and regional communities. Identifies new socioeconomic trends and analyzes their causes and implications for the Gulf region as a whole and the U.A.E. in particular. Students are then guided through a process of critical evaluation in examining the importance of these trends, their continuity, and the prospects they hold for the future.

**HSS 200AL Arabic Lab**

1 Credit

This lab is taken in conjunction with HSS200 Social and Economic Trends in the Gulf. It is designed to support students' competency in Modern Standard Arabic. Students are trained to read critically, describe, debate, discuss, analyze, and convey oral messages following the canons of the M.S.A. Emphasis is also placed on enhancing the skills of summarizing, essay writing, research and presenting evidence in the Arabic Lab portfolio.

**HSS 201 History of the United Arab Emirates**

3 Credits

This course begins with a survey of the rich archaeological record of the area and what we consequently know of the prehistoric periods of human habitation. Then we will examine the historical events from the arrival of Islam, the latter incursion into the area by the Dutch, Portuguese and the British. Particular attention will be given to the influence exerted by the British is the political and economic life of the Trucial States. The crucial period of the 1950s and 1960s will be examined in detail as changes that occurred during those years shaped what would become the federated United Arab Emirates. Important topics for reading and discussion will be the oil concessions, the rapid urbanization of the coastal cities, the influx of foreign workers, the globalized economy and the development visions of Sheikh Zayed and Sheikh Rashid.

**HSS 202 Archaeology: Knowledge and Methods**

3 Credits

This course is an introduction to the theory and practice of archaeological research. Topics include the nature of archaeological evidence; techniques of archaeological investigations, including excavation, survey, and remote sensing; methods of dating sites and artifacts; and theoretical approaches to understanding ancient environments, political economies, ritual, technology and processes of social change.

**HSS 211 Windows on American Society**

3 Credits

Introduction to the study of American society by examining the nature of its geographic, cultural, socioeconomic, political, educational, racial and ethnic diversity throughout history. Students examine the United States and U.A.E. societies comparatively.

**HSS 251 World History**

3 Credits

This course will consider how social, economic, political and geographic formations have steered the course of progress and change in different regions across time. Through an exploration of the development of civilizations, the rise and fall of empires, patterns of settlement and migration, and cross-cultural exchange and trade, students will gain a better understanding of the legacies that have shaped the world's most formative intellectual traditions.

**HSS 252 Comparative Intellectual Traditions**

3 Credits

This course will consider key intellectual traditions across history, comparing ideas of morality, social justice, political organization, and the relationship between the individual and community, and the self and the divine. Selecting philosophical writings from various traditions, including Asian, Indic, European and Islamic, the course will examine these traditions in their classical contexts and then move on to consider how they evolved in both the early modern and modern periods. The course will give particular attention to how these intellectual trends shaped and responded to changes across time, including, but not limited to, the rise and fall of empires, the formation of nation-states, colonialism, and processes of modernization.

**HSS 261 Introduction to Culture and Society**

3 Credits

This course is an introduction to major theoretical debates, key concepts and methods of analysis in the social sciences and humanities. It aims at providing students with the theoretical tools to analyze complementary and contrasting viewpoints about people, societies, cultures and ideas, and their interactions across time. Drawing its examples from everyday life, literature, popular culture and other sources of cultural expression, the course invites students to critically engage with pressing issues of today's world, including questions of power and authority, identity, gender, race and class.

**HSS 282 Film and Literature**

3 Credits

Moving pictures depicted on film have become an enormous force in the history of our time. Basic to most great films is a gripping narrative, often a story familiar to readers of literature. This course connects superb literature and wonderful films in an effort to understand their relationship and the beauty of each art form.

**HSS 293 Drama**

3 Credits

Contemporary cultures still read and perform plays written by the ancient Greeks. Those plays and the plays created in the twenty-five subsequent centuries dramatically illustrate the power of language and the universality of communication. Through readings, discussions, and performance, students enlarge their own effectiveness in language and communication as they engage substantial dramatic texts.

**HSS 301 Geography: People, Places and Power**

3 Credits

Examines the relationship between geography, power and people. We learn the basics of geography and map reading and then explore how the search for natural resources (e.g., salt, spices, oil) has cut up the earth into countries and political spheres.

**HSS 311 Comparative Social Policy**

3 Credits

Introductory course in policy studies. What is policy? How can it be described and analyzed? How do new forms and ideas of management affect the organization and delivery of public services such as health, social services, criminal justice and education? A comparative approach draws on examples from Europe, the U.S.A., Asia and the Gulf.

**HSS 314 Peoples of the World**

3 Credits

Surveys major cultural norms and values of different ethnic groups to determine patterns of their similarities and differences in our modern world society. Adopts a regional comparative approach that combines analysis and synthesis of characteristics that are distinctive to principal world cultures.

**HSS 321 Heritage of the Gulf**

3 Credits

Focuses on the rich heritage of the Gulf and the U.A.E. in particular, addressing primarily issues of identification, conservation, and management of heritage sites and material culture. Assessment of Cultural Resource Management strategies for the Gulf states.

**HSS 322 Creative Writing: Experiments in Genre**

3 Credits

This course provides students with opportunities to use traditional and contemporary forms in fiction, poetry, and nonfiction prose. Models for each genre provide structures on which the student can develop individual writing proclivities and a "voice." Revision, editing, and reworking of ideas receive substantial emphasis.

**HSS 323 Introduction to International Relations**

3 Credits

Introduction to the basic concepts and processes in the relations between nations provides an introduction to the issues, events, laws, and traditions that shape the modern international system.

**HSS 324 Contemporary World Issues and Problems**

3 Credits

Examines some major problems in global society such as globalization, nationalism, ethnicity, environmental issues, international migration, why states go to war and how economics are vulnerable to financial crisis.

**HSS 325 Comparative Political Systems**

3 Credits

Compares and contrasts different political systems with the aim of assessing the differences and similarities in states from a comparative perspective. Both Western Europe and the developing world are examined. May be repeated for credit if a different region is taken.

- a) Europe
- b) Americas
- c) Middle East
- d) Africa
- e) East Asia
- f) South & South East Asia

**HSS 327 Introduction to Political Science**

3 Credits

This is an introduction to the concepts and ideas of political science. The course focuses on the question of what is politics. Additional concepts of power, justice, and the distribution of goods and services are examined.

**HSS 330 International Law and World Politics**

3 Credits

This course is a survey into the way in which international politics has shaped the emergence, and the development of a modern international legal system. The course covers the history and major sources of the modern international legal system from multilateral conventions, state practice, court decisions, and the writings of publicists. Parallel to the legal study, the course will explore the challenges and contradictions that world politics impose on the development of an international legal system.

**HSS 331 Introduction to Linguistics**

3 Credits

This course introduces students to the basic concepts that define the various systems of language: phonetics, phonology, morphology, syntax, semantics and pragmatics. It also examines the social and cultural aspects influencing language use in the classroom, as well as in everyday life.

**HSS 332 International Relations in the Gulf Region**

3 Credits

The course explores the evolution of politics in the Gulf Region from the withdrawal of the British Empire, the Iranian Revolution, the two Gulf Wars, and the emergence of the Gulf Cooperation Council. Common challenges and opportunities to the Gulf countries are explored in this course: Legal and illegal immigration, a common monetary policy, the political situation in the broader Middle-East, and the development of the Iranian nuclear program among others.

**HSS 333 Foreign Relations of the United States**

3 Credits

This course explores the role of the American Foreign Policy in the world, and the Middle East in particular. Special attention is placed on the study of the formal and informal sources of production of foreign policy decisions; the economic and political impact of the US foreign policy in the world, and the ideology behind the US foreign policy.

**HSS 334 The Politics of Oil**

3 Credits

The course explores the evolution of the oil industry. Students will explore the origins of the oil industry in the United States and Russia at the beginning of the 20th century. The latter expansion into other regions will follow especially in regards to the Middle East, and Latin America. A final chapter will explore the growth of the oil industry in Africa in the early 21st century. Particular attention would be played to the political effects that the expansion of the oil industry had on the politics and societies of the producing countries. Parallel experience between different regions will be drawn in an effort to understand the local impact of a global industry.

**HSS 335 Implicit English Grammar**

3 Credits

This course examines the structure of English sentences and texts in order to discover implicit grammar rules. In the process, students learn how to analyze language structure and how varying the structure conveys different meanings.

**HSS 341 Development and Underdevelopment**

3 Credits

Examines a wide range of conceptual and practical problems associated with development principles and strategies. Emphasis is on non-industrialized countries and the role of international development agencies.

**HSS 343 International Political Economics**

3 Credits

Examines theories and practices of international economic relations. Attention is given to trade, finance and international business as well as the policy instruments of subsidies and quotas. Political issues and processes are emphasized.

**HSS 352 The State, Society and the Economy**

3 Credits

This is an investigation of contemporary debates on state-society relations, civil society, nation building, governance, and economic systems. Identifies and explores connections between the forces that influence national development such as imperialism, capitalization and globalization.

**HSS 353 Politics of Identity**

3 Credits

This course examines the social, historical and political processes which have influenced identity formation in various regions of the world. The course will explore the intersection between religion, law, culture, gender, globalization and identity within the contexts of empires, states, diaspora communities and popular culture.

**HSS 361 World Cinemas**

3 Credits

This course will examine the relationship between cinema and culture in different societies around the world. Using an interdisciplinary approach, the course will explore the aesthetics of cinema as art and its relation to other artistic forms as well as the historical contexts of movie-making and movie-watching. Topics include post-colonialism and articulations of national identity, constructions of gender and race, concepts of good and evil, and censorship. Notation for area: a) Europe b) Americas c) Middle East d) Africa e) East Asia f) South & South East Asia.

**HSS 362 Popular Cultures**

3 Credits

This course will investigate the intersection between everyday life, mass media, and broader political and historical contexts in different societies. The course will explore how meaning is created and received through various forms of popular media and cultural expression, such as television drama, music, advertisement, novels, fashion, the Internet and others. We will consider key theoretical readings and different methods to studying popular culture, using an interdisciplinary approach.

**HSS 363 Social Psychology**

3 Credits

Theories and research findings of social psychology, including areas of animal social behavior, socialization language and communication, attitudes, and group processes. Overview of conditions that affect individuals in a social context. Examines themes such as attitudes, impression formation, interpersonal relations and group membership. Topics also cover socialization processes and dynamics, social cognition, perception of self and others, attributions and organizational processes.

**HSS 371 Organizational Behavior**

3 Credits

Course allows students to explore the impact that individuals, groups and structure have on behavior within organizations. Topics such as motivation, leadership, power, interpersonal communication, conflict and work stress are discussed.

**HSS 372 Modern and Contemporary Literature**

3 Credits

Students read fiction, poetry, and drama from the modern and contemporary periods. Students study the aesthetic attributes of major authors. Cultural significance, historical context, and philosophical concerns receive attention as students explore how literature, and the other arts, dramatically changed in and around the twentieth century. Moreover, they learn how modern and contemporary writers maintain the traditions of classicism, romanticism, and realism in the twentieth century.

**HSS 374 Comparative Sociology**

3 Credits

Study of human societies emphasizing sociocultural origins and consequences of modernization as a sociological phenomenon. Special attention to social changes in rapidly developing societies such as the U.A.E.

**HSS 375 The Novel**

3 Credits

Noting the formal characteristics and the enduring popularity of the novel, students read exemplary novels. By studying several examples placed within a critical framework, students consider form, content, style, contexts and periods.

**HSS 381 Legacy of Sheikh Zayed bin Sultan al Nahyan**

3 Credits

This course examines the life and legacy of Sheikh Zayed, the first president of the UAE, beginning with his work in the Al Ain area and then as Ruler of Abu Dhabi. Focus will be on his achievements in developing and urbanizing the country, his vision for the United Arab Emirates and his legacy of public service, historical knowledge and diplomacy.

**HSS 382 Archaeology of the Emirates**

3 Credits

A survey of the archaeology of the UAE that includes 7000 years of continuous human occupation with special focus on the Neolithic to Islamic Period. Topics will include the impact of environmental change on settlement type and location, development of stone tool industries, animal domestication, craft production, burial customs, and regional networks of trade, exchange, and cultural interaction.

**HSS 383 Archaeology Field School**

3 Credits

In this ten week course, students will undertake multiple stages of archaeological field research. Students will develop an excavation strategy; carry out 3 weeks of excavation or surface survey of an archaeological site, map the site, excavation units, and features; draw stratigraphic sections; and describe, analyze, and catalog artifacts in the lab. The end result of the course will be a collaborative report that explains and interprets the results of the excavation.

*Prerequisite(s): HSS 202*

**HSS 384 Anthropology of Tourism and Heritage**

3 Credits

This course examines the development of tourism historically within the conceptual framework of anthropology. Issues covered will include the impact that tourism has upon the people and cultures visited, the nature and relationship of culture to tourism, the re-creation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song, and festivals. Special attention is given in the latter part of the course to tourism in the UAE and the issues of authenticity that it raises.

**HSS 385 Bedouin Society**

3 Credits

This course examines the nature and characteristics of tribal society generally and Bedouin society specifically using anthropological perspectives and theories. After establishing an understanding of nomadic pastoralism historically and cross-culturally, the course will focus on the nature of modern tribal societies.

**HSS 391 Research Methods**

3 Credits

Introduction to the research methods used in the humanities and social sciences. Students will learn how to design and implement research using both qualitative and quantitative strategies.

**HSS 391AL Arabic Lab**

1 Credit

Arabic Lab for HSS 391 Research Methods.

*Corequisite(s): HSS 391*

**HSS 395 Independent Study**

3 Credits

A student may, with the permission of the department, study a particular field, issue or problem under the guidance of a member of the academic staff.

**HSS 397 Special Topics**

3 Credits

This course is offered to meet special needs of students and staff, satisfying a demand for a special topic or area course.

**HSS 401 Political History of the UAE**

3 Credits

This senior level course critically examines the period from 1906 to 2004 with in-depth analysis of the power relationship inherent in British hegemony in the Gulf. Critical attention is given to the British enforced isolation of the area; the Buraimi crisis, oil concessions, and the final British withdrawal from the Gulf. The rulers Sheikh Shakhbut of Abu Dhabi and Sheikh Saeed of Dubai will be studied in detail along with an analysis of how they are perceived and described by historians today. This course will also consider the multiple conflicting narratives of Emirati history and how such narrations co-exist in society today.

*Prerequisite(s): HSS 201*

**HSS 421 Policy Case Study I**

3 Credits

This course focuses on heritage and cultural tourism as it is implemented in the UAE. Specific case studies will include sites developed for Eco-Tourism, Heritage Tourism and Arts Tourism throughout the country such as Sir Bani Yas Island, Sharjah's historic district, and the new museums and cultural districts planned for Abu Dhabi and Dubai.

**HSS 422 Policy Case Study II**

3 Credits

Builds upon HSS 421 Policy Case Study I and further explores policy-making and implementation.

**HSS 423 Issues in National Development**

3 Credits

Considers the economic, social and cultural dimensions of development and encourages a more interdisciplinary perspective on national development and change. Contemporary issues in growth are considered, with special reference to economies in transition and the sustainability of development initiatives.

**HSS 453 Women, Society, and Politics**

3 Credits

Examines women in the non-industrialized countries of Asia, Africa and Latin America. Explores the dynamic relationship between economic, social, cultural, and political forces that influence women's lives in modern societies.

**HSS 455 People and Cultures of the Middle East**

3 Credits

This course explores the social and cultural similarities that Middle Eastern societies share and the many differences that separate regions and countries. We study a wide range of social, historical and political influences that have shaped the modern Middle East.

**HSS 458 World Regions: Societies and Cultures**

3 Credits

Using different regions of the world, including Asia, Africa, and the Americas, this course examines the cultural and social diversity in each area. Emphasis is on social change, globalization, women in economy and political life.

- a) Europe
- b) Americas
- c) Middle East
- d) Africa
- e) East Asia
- f) South and South East Asia

**HSS 461 Classical Literature**

3 Credits

Students encounter literature written throughout the world before 100 CE. They enlarge their appreciation of ancient cultures and discover the inspiration for subsequent literature.

**HSS 466 Applied Research Methods**

3 Credits

Concentration upon applied research methods used to understand socioeconomic issues and public policies. Research skills taught are sampling, questionnaire, design, interviewing, focus groups and field research.

**HSS 472 World Poetry**

3 Credits

This course explores the rich array of poetry from a variety of world cultures. Superb translations ensure a global perspective. Students gain an invaluable insight to the influences felt by every writer of stature.

**HSS 479 World Fiction**

3 Credits

This survey of fiction from around the world and from different time periods concentrates on short works but recognizes as well the special power of the novel. Students read fiction as a way of learning about the culture that produced the work.

**HSS 490 Internship**

6 Credits

Opportunity for the student to gain practical experience of the workplace relevant to their major, with employers in the public or private sector. Internships are intended to match the academic backgrounds and strengths of students, their interests and future career ambitions.

**HSS 498 Capstone I**

3 Credits

In this course the student will prepare the research design for a capstone project that will be completed in the HSS 499 capstone II course. The course requires students to integrate and demonstrate the knowledge, skills and professional competencies they have developed through the major program. The course aims to enhance the skills of students to understand the conceptual, theoretical and historical context of a research topic, do an adequate literature review, and prepare feasible research.

**HSS 499 Capstone II**

3 Credits

In this course the student will research and write a major seminar thesis that integrates different perspectives from the student's previous academic work.

**ISL 209 Contemporary Islamic World**

3 Credits

This course discusses the current and most important political, economic and social changes in the modern Islamic World. Defining the term "Islamic World" politically and geographically is essential to understand current events. The course examines different undercurrent movements, important organizations, and issues directly related to the lives and societies of Muslims.

**ISL 210 Islamic Political Thought**

3 Credits

The course aims at (a) introducing students to the evolution of political thought in Islamic history, (b) training students to analyze Islamic classical scholarly texts, (c) training students how to evaluate and critique Muslim scholars within their socio-historical context and (d) training students on the methods of comparing political thoughts from different epistemic perspectives, particularly Islam and the West.

**ISL 495 Independent Study**

3 Credits

This course will examine different issues of the contemporary Muslim world. It deals with sociopolitical problems that face GCC countries in particular and the Arab world in general. For example, it may concentrate on women and development in the Arab world, education and development in the U.A.E., or globalization in the Arab world. In each subject, the student is expected to do various activities including reviewing books, commenting on articles, collecting related data, and writing a paper.

**MTH 101 Basic Mathematics**

3 Credits

Students review areas of basic mathematics such as number, measurement, simple algebra, linear equations, coordinates, graphs, indices and roots. Some aspects of geometry are also considered.

**MTH 102 Algebra**

3 Credits

Introduction to the essential topics in basic algebra. Students study the fundamentals of algebra and learn to apply the techniques of algebra to real world situations. Covers the language of algebra, equations, inequalities, the algebra of polynomials, rational expressions, systems of linear equations, quadratic equations, and elementary matrices and their applications.

*Prerequisite(s): MTH 101*

**MTH 103 Pre-Calculus**

3 Credits

This course is designed to prepare students for Calculus and other higher level mathematics courses and for majors in science, business and information science courses. The course will cover elementary coordinate geometry of the straight line, linear functions, polynomial functions, rational functions, exponential functions, logarithmic functions and trigonometric functions and their applications, rates of change of functions and the idea of a limit.

*Prerequisite(s): MTH 111 or permission of Department Chair*

**MTH 121 Calculus I**

3 Credits

The course covers the basic principles and applications of the mathematics describing change. It includes functions and modeling, plus differential calculus and its applications to a variety of examples from many fields. Also studied is the accumulation of change via the basics of integral calculus and simple applications.

*Prerequisite(s): MTH 103*

**MTH 122 Calculus II**

3 Credits

The course covers techniques of integration including improper integrals and resolving indeterminate forms. A variety of examples of applications of integral calculus are considered from many fields. The course also deals with coordinate systems other than Cartesian. The applied topics are chosen from multivariable calculus, differential equations and infinite series.

*Prerequisite(s): MTH 121*

**MTH 261 Elementary Geometry**

3 Credits

This course provides students with an understanding of the concepts of geometry and will clarify their understanding of proof in mathematics. The course concentrates mainly on European geometry but will also introduce students to other geometries that have been developed to overcome some of the difficulties encountered with Euclidean Geometry. Methods of teaching school geometry, past and present, will be investigated.

**MTH 281 Probability and Statistics I**

3 Credits

Topics covered in the course include discrete populations, samples, organization of data, measures of central tendency and dispersions, charts and histograms, probability distribution, estimation, hypothesis testing, correlation, regression and inferential statistics.

*Prerequisite(s): COL 111 or permission of Department Chair*

**MTH 291 Quantitative Methods for Business**

3 Credits

Topics covered include the basics of functions, including linear and exponential functions, solving simultaneous linear equations and the mathematics of finance. Some basic statistics are also included, such as sampling, a review of descriptive statistics, simple probability, confidence intervals, hypothesis testing, time series, and regression.

**MTH 331 Linear Algebra**

3 Credits

Linear algebra is important in areas such as information technology, engineering, business, and finance. This course is an introduction to the essential elements of linear algebra, and covers matrices; systems of linear equations; and Euclidean  $n$ -space; orthogonality; linear transformations; determinants; eigenvalues and eigenvectors.

*Prerequisite(s): COL 111 or permission of Department Chair*

**MTH 333 Abstract Algebra**

3 Credits

An introduction to the fundamental concepts of modern algebra, including cyclic and permutation groups, normal subgroups, factor and quotient groups, isomorphism theorems, integral domains, polynomial rings and applications of group theory. Prepares students for more advanced study in field theory and Galois theory.

*Prerequisite(s): MTH 222 OR MTH 122*

**MTH 341 Differential Equations**

3 Credits

Differential equations are used to represent dynamical systems in science, engineering, business, economics, and finance. This course emphasizes applications using technology to facilitate understanding. Topics include: an introduction to first and second order linear differential equations; series solutions of differential equations; numerical solution of ordinary differential equations and partial differential equations.

*Prerequisite(s): MTH 122*

**MTH 343 Real Analysis**

3 Credits

The course begins with the rationale behind the development of the subject after the problems created by Fourier's solution of the heat equation and the ensuing attempts to establish a firm foundation for calculus. This leads to rigorous treatment of infinite series, differentiability, continuity, and ends with Fourier series expansion.

*Prerequisite(s): MTH 121*

**MTH 351 Discrete Mathematics**

3 Credits

The course provides students with the mathematical tools they need to support their work as Information Technology majors; many topics are useful prerequisites for further course in mathematics. Topics covered include: numbers and number systems; sequences and series; vectors and matrices; set theory; logic; relations and functions; inequalities; combinatorics; problem solving strategies; and algorithms.

*Prerequisite(s): COL 111*

**MTH 353 Numerical Analysis**

3 Credits

Numerical approximation techniques are important in areas such as computer applications, science and engineering, economics, and financial modeling. The aim of this course is to explain how and why they are used and when they can be expected to work. Topics include: non-linear equations; systems of linear equations; approximation of functions and data; numerical differentiation and integration; and ordinary differential equations. *Prerequisite(s): MTH 122 AND MTH 331*

**MTH 361 Modern Geometry**

3 Credits

This course emphasizes the axiomatic development of plane geometry and utilizes the School Mathematics Study Group (SMSG) postulates as a guiding force. The course will extend the ideas of plane geometry to investigate Non-Euclidean models of spherical and hyperbolic geometry. Visual models and programs will be used throughout the course.

*Prerequisite(s): MTH 121*

**MTH 390 Selected Research Project**

1 TO 3 Credits

Under the direction of a faculty member, a student pursues a selected independent research project on some area of mathematics. This research may be based on published material or on modeling work. (A faculty member must agree to act as supervisor before a student is permitted to enroll.)

*Prerequisite(s): Permission of Department Chair*

**MTH 482 Probability and Statistics II**

3 Credits

A continuation of MTH 281. Topics covered include sampling distributions and the Central Limit Theorem; point estimation of population parameters; large and small sample confidence intervals for the mean, variance, standard deviation and proportion; large and small sample hypothesis testing for the difference between two means, variances and proportions; regression and correlation; contingency tables and goodness of fit.

*Prerequisite(s): MTH 281*

**MTH 486 History of Mathematics**

3 Credits

This course examines the history of mathematics and its role in school classrooms. We will develop the ability to find good, reliable references and will then use these to create classroom worksheets and activities. In the process we will learn about the history of algebra, geometry, number theory and other areas of mathematics, and about the culturally diverse mathematicians who worked in these areas.

**PSY 212 Psychology in Everyday Life**

3 Credits

Course integrates traditional principles of psychology as a way of helping students to know themselves, their culture, and their society.

**PSY 310 Introduction to Helping Skills**

3 Credits

Explores public and private social services. Focuses on agency service delivery, structure, policies and community role. Covers beginning knowledge and skills needed for providing intervention with individuals, families, groups and social systems.

**PSY 410 Individual and Family Assessment**

3 Credits

Examines conceptual frameworks and approaches to child and family counseling. Application of basic counseling techniques in family counseling. Supervised by professional family counselor.

**PSY 413 Individual and Family Intervention Strategies**

3 Credits

Application of counseling techniques for crisis intervention and family problem solving.

# Graduate Courses

## **BUS 610 Accounting**

3 Credits

Designed for managers who use accounting information, focusing on the language of accounting, the kinds of information that can be provided by accounting systems, and how this information is used to make business decisions. An overview of accounting systems is provided, but the course does not focus on the details of bookkeeping or creating accounting systems.

## **BUS 620 The Capstone Seminar in Global Business Strategy**

3 Credits

A synthesizing course to provide a bridge between the taught components of the masters program and its strategic application

## **BUS 630 Corporate Finance**

3 Credits

Emphasizes financial management from a management perspective. Focuses on raising and spending cash, both short-term and long-term, to create share value.

## **BUS 631 International Finance and Banking**

3 Credits

Gives an overview of international financial markets, exchange rate determination, hedging, financial assets and investing internationally.

## **BUS 640 Human Resource Management**

3 Credits

Provides a framework for thinking strategically about the management of human resources in organizations.

## **BUS 650 Enterprise Systems Management**

3 Credits

Explores the rapid development of e-commerce throughout the world. The course examines how e-commerce has changed the way goods and services flow from manufacturers and service providers to consumers, and opportunities therein, for new firms.

## **BUS 660 Entrepreneurship**

3 Credits

This course covers the essentials of planning a new venture and financing it. Student teams develop and present a business plan for a new venture.

## **BUS 663 Organizational Behavior and Leadership**

3 Credits

Focuses on individual, group, and leadership behavior in organizations. Topics covered may include personal performance and stress management; the theory and practice of effective organizational leadership; leading and managing teams; women business leaders and employee diversity; interpersonal, group and organizational communication; employee motivation, empowerment and performance, managing power and politics.

## **BUS 664 Global Business Strategy**

3 Credits

Using a computer simulation model, teams compete to craft and implement strategies for multinational corporations in a competitive global environment.

## **BUS 666 Managerial Economics**

3 Credits

The theoretical relationship of economics to contemporary managerial decision-making. Optimization techniques, quantitative and statistical market analysis. Pricing and output strategies, international trade, and the role of government.

## **BUS 667 Operations Management**

3 Credits

Operation functions within organizations with emphasis on the service environment. Decision making techniques including statistical analysis and technological applications, strategy and links to other organizational functions.

## **BUS 668 International Law and Business Ethics**

3 Credits

Exploration of the ethical issues raised by the activities of the business and corporate sphere and the legal complexities of the societies and environments in which they operate. Legal and ethical complexities of transnational business activity.

## **BUS 669 Cross Cultural Management**

3 Credits

An exploration of national and organizational cultures focuses on the meaning of culture globally and the management of cultural difference.

## **BUS 680 Marketing Management**

3 Credits

The course focuses on managerial decision making in marketing and the use of market data and analysis. Emphasis is placed on the inter relationship of marketing concepts, formulating and implementing marketing strategies, policies and systems of control.

## **CIT 500 Computer Hardware and Software Platforms**

3 Credits

The course covers the characteristics and functionality of computer hardware and software components. In particular, it focuses on the computer components that are of relevance to computer forensics, such as computer storage devices, file formats, and different operating systems (Windows, DOS, MAC, and UNIX). The features of different software applications will be covered and the importance of security protections in computer systems will be evaluated.

## **CIT - 501 Research Methods**

3 Credits

This course provides graduate students with an understanding of the frameworks in research. The course covers techniques to gather information, create and develop a research proposal and evaluate research carried out by others. Major areas include interpretive procedures for completing qualitative case studies, (which is the basis for most security research conducted in academic environments), data collection, experimentation, analysis methods, design, survey methods and tools, and field study.

## **CIT 505 Information Security**

3 Credits

Overview of issues related to information security, including confidentiality, integrity, availability, authenticity, and non-repudiation of information. It examines the different types of risks related to personal and organizational computing and how to control these risks through policy, education and training, and technology. Various security techniques are studied related to data protection, Internet browsing, electronic commerce, personal communication, and intrusion detection.

## **CIT 508 Linux Security**

3 Credits

This course focuses on securing computers running the Linux operating system in a networked environment. Topics covered include user account security, file system security, and more emphasis on network security including packet filters and firewalls. Advanced security technologies such as Kerberos may also be covered as time allows. Students will learn how to: audit existing Linux machines; administer and manage a Linux system securely in a networked environment; secure commonly deployed services; and how to deploy new services.

*Prerequisite(s): CIT 505*



**CIT 510 Information Security Policy, Ethics and Law**

3 Credits

This course covers the roles, issues, and impacts of computer-based information systems in national and international arenas, focusing on privacy, equity, freedom of speech, intellectual property, and access to personal and governmental information.

**CIT 515 Network and Internet Security**

3 Credits

This course covers CIT security protocols and applications in local and global networks, including intrusion detection, and protection from denial-of-service attacks and viruses. Includes hands-on lab exercises.

*Prerequisite(s): CIT 505 AND CIT 508*

**CIT 520 Information Security Management**

3 Credits

The concepts of information security presented in a systems engineering approach to provide managers with tools and understanding needed to allocate scarce security resources effectively.

*Prerequisite(s): CIT 510*

**CIT 530 Cyber Forensics**

3 Credits

This course provides a hands-on approach to the investigation of crime incidents in which computers or computer technology play a significant or interesting role. Students completing this course will be familiar with the core information technology and practical skills necessary to perform rudimentary computer forensic investigations, understand the role of technology in investigating computer-based crime, and be prepared to deal with investigative bodies at a rudimentary level.

*Prerequisite(s): CIT 505*

**CIT 535 Advanced Cyber Forensics**

3 Credits

This course discusses advanced topics in cyber forensics. The students are also required to complete a research project. The students in this course will gain practical and research skills necessary to perform advanced cyber forensic investigations. The main topics in this course are: Anti-forensics, e-mail forensics, network forensics, and volatile memory forensics. These advanced topics will aid students in having a more complete understanding of the cyber forensics domain.

*Prerequisite(s): CIT 530*

**CIT 536 Analysis of Computerized Data**

3 Credits

Examination of methods and techniques used to conduct post-mortem high technology crime investigations and how to gather probative evidence. Includes the use of professional forensic tools to analyze evidence data.

*Prerequisite(s): CIT 535*

**CIT 537 Advanced Forensic Analysis – Post-Mortem Investigations**

3 Credits

In-depth analysis of recovered digital data, including advanced artifact recovery, windows registry snapshots and recovery, word/text searching, GREP expressions and scripts to increase search effectiveness and advanced file system forensics.

*Prerequisite(s): CIT 536*

**CIT 538 Small-Scale Digital Device Forensics**

3 Credits

This course advances the knowledge of students in digital forensics and is concentrated on small scale digital devices. This course provides the students with the skills necessary to retrieve digital evidence from mobile devices in a forensically acceptable manner. Primarily, the students will learn about the ontology of small scale digital devices. The students will also learn about the wireless networks and technologies associated with the devices, and how they can aid in small scale digital device investigations.

*Prerequisite(s): CIT 535*

**CIT 539 Practicum: Proactive Internet Investigations**

3 Credits

To provide the knowledge, skills and hands-on experience to conduct proactive investigations in a cyber environment. Topics include establishing an online undercover identity, instant messaging channels, and identification of online evidence

**CIT 540 Database and Enterprise Application Security**

3 Credits

Securing the database and the enterprise applications that access the database may be the most important action an organization can take to protect its assets as the battleground between security professionals and criminal hackers moves from operating system and networks to the enterprise applications and the databases. This course offers both theory of and applications for providing effective security in database management systems. Conceptual frameworks for discretionary and mandatory access control, data integrity, availability and performance, secure database design, data aggregation, data inference, secure concurrency control, secure transactions processing, and database auditing are studied. Students will implement security features using triggers, views and stored procedures as well as study new features such as Virtual Private Database.

*Prerequisite(s): CIT 505*

**CIT 545 Penetration Testing and Advanced Hacking Techniques**

3 Credits

With the threats of cyber terrorism and corporate espionage increasing, the need for trained network security professionals continues to grow. This course covers penetration-testing advanced tools and techniques that ethical hackers and security testers use to protect computer networks. This course provides a structured knowledge base for preparing security professionals to discover vulnerabilities and recommend solutions for tightening network security and protecting data from potential attackers.

*Prerequisite(s): CIT 505 and CIT 508*

**CIT 599 Independent Research**

3 Credits

Provides the opportunity to integrate and apply the knowledge and skills learned throughout the program. Working with an IT faculty advisor, students identify and research a relevant topic relating to their program of study.

**COM 501 Foundations of Communication Studies**

3 Credits

This course is designed for students entering the CCMS graduate program. It will introduce students to the historical development of the discipline and address issues involved in conceptualizing and carrying out communication research, including selected contexts (e.g. tourism, corporate, multimedia, and corporate communication) and other areas of study (e.g. persuasion and non-verbal communication). Future directions in the development of the discipline will also be explored.

**COM 502 Introduction to Communication Research**

3 Credits

Introduction to general qualitative and quantitative methodologies typically used by professionals to conduct applied communication research. Example topics include the design, sampling and measurement techniques used in survey research, constructing and conducting in-depth interviews and focus groups, and applying content analysis for comparative and interpretative purposes for message development and media coverage.

**COM 503 Communication Theory**

3 Credits

This is an introduction to selected theories of human communication. This course has a twofold purpose: (1) to examine a range of communication theories and models with regard to building and critiquing theory (e.g., scientific through critical/cultural approaches); and (2) to apply these theories to a variety of communication contexts (e.g., interpersonal through mass communication). This course gives particular attention to mass communication.

**COM 504 Cross Cultural Communication Application**

3 Credits

This course will explore the processes of communication across cultures and between different cultural groups. The focus will be on: (a) the ways in which identities are constructed, maintained and negotiated in different cultural contexts; (b) the ways in which different groups seek to understand and 'construct' each other, both in terms of representations and cross-cultural encounters.

**COM 506 Understanding Consumer Trends**

3 Credits

Introduces the major concepts of consumer behavior, media usage patterns, and key relationships that influence decision-making processes. Focuses on the identifying consumer trends and the importance of applying consumer insights effectively as communication professionals.

*Prerequisite(s): COM 501 AND COM 502*

**COM 520 Tourism Principles and Theory**

3 Credits

Tourism is widely recognized as a significant growth industry and it is a major item in international trade and communication. Due to its key role in the national economies of developed and developing countries, governments and other authorities are increasingly involving themselves in the organization, development and control of tourism. Considering tourism within the global and the local context, this course presents an overview of the tourism industry in the 21st Century.

**COM 522 Tourism Communication**

3 Credits

Overview and application of the uses of integrated marketing communication in both traditional and nontraditional media to create awareness, recall, and brand recognition of various types of tourism campaigns.

*Prerequisite(s): COM 501, 502, AND 520*

**COM 523 Event and Festival Planning and Promotion**

3 Credits

Provides the fundamentals of event and festival planning and the integrated marketing communications process. Focus on site selection, schedule planning, logistics, catering, sponsorships, staff management and strategic planning for event/festival promotion. Emphasis is placed on the best practice used by professionals in industry-specific applications and analysis of real-world activities.

*Prerequisite: COM 501 AND COM 502 AND COM 504 AND COM 506 AND COM 520 AND COM 521 AND COM 522*

**COM- 525 Tourism in the U.A.E. and MENA Region**

3 Credits

Specifically examines tourism in the United Arab Emirates and in the Middle East and North Africa region. Explores current and future trends and unique components of the destination. Emphasis on the planning and management of tourism in the region.

*Prerequisite(s): COM 501, COM 502, COM 504, COM 506, COM 520, COM 521, COM 522, COM 523*

**EDC 501 Social Context of Schools in the U.A.E.**

3 Credits

This course addresses the state of education in the UAE, social factors that interact and influence schooling and leadership strategies, and the changing roles of school administrators, school social workers, and teachers in a time of educational change.

**EDC 502 Establishing a Framework for Successful Schools**

3 Credits

This course will focus on student management and welfare in schools, including student and educator health and safety, behavior management, supervision, working with the community and families, and public relations in the UAE schools.

**EDC 511 Literacy and Language Learning K-5**

3 Credits

The course addresses literacy development including the teaching of reading and writing that is contextualized in children's literature and content area texts. Students are encouraged to experiment with the strategies developed during the class and report on impact at the following class.

**EDC 512 Teaching and Learning Mathematics K-5**

3 Credits

The course addresses numeracy development, use of whole and fractional numbers, estimation, geometry, and use of operations. Students are encouraged to experiment with the strategies developed during the class and report on impact at the following class meeting.

**EDC 601 Introduction to Educational Research**

3 Credits

This course is an introduction to the research process and critical analysis of published research, and looks at the design of research for the study of education.

**EDC 602 Models of Educational Research**

3 Credits

A continuation of the study of research with emphasis on models used to conduct meaningful research in educational settings. The strategies include quantitative and qualitative approaches such as statistical analysis, survey and questionnaire design, interviews, thematic analysis, case studies, and narrative inquiry.

**EDC 603 Using Data to Improve Schools**

3 Credits

Designed to prepare school administrators to conduct data-based inquiry and to use data and other evidence for the purpose of guiding decisions leading to school improvement.

*Prerequisite(s): EDC 601*

**EDC 632 Strategic Leadership in Education**

3 Credits

An introduction to the underlying constructs that are basic to the leadership of educational organizations. Includes critical examination of key leadership theories and their application.

**EDC 633 Applied Learning for Educational Leaders**

3 Credits

Study of behavioral and cognitive theories of learning and motivation with examination of contemporary research that can be used in schools. Experiential evidence forming the theoretical base for educational practice is also examined.

**EDC 634 Curriculum Leadership**

3 Credits

Students develop critical knowledge and understanding of the concept of curriculum and the skills necessary to design, manage, evaluate, and administer curriculum at the leadership level.

- EDC 635 Assessment and Evaluation**  
3 Credits  
Study of basic assessment and measurement principles and applications in educational systems. Issues and models used in student and program evaluation are analyzed.
- EDC 636 Educational Improvement and Systemic Change**  
3 Credits  
An overview of the educational planning and change process, including theory, research, and practice, and the role of information management in decision-making.
- EDC 637 Human Performance and Resource Management**  
3 Credits  
Students study management of personnel in the educational system and the use of financial and other essential resources. Students develop a framework for the allocation of resources and skills essential for site-based management.
- EDC 638 Guiding and Analyzing Effective Teaching**  
3 Credits  
At the heart of leadership in education, this course develops supervisory skills and methods for providing professional development for all personnel.
- EDC 639 Student, School, and Community Services**  
3 Credits  
Students study approaches and strategies to provide leadership and services for students, the school, and the larger community, including parents. Effective communication and skills essential to effective collaboration are developed.
- EDC 640 Leading Educational Organization**  
3 Credits  
Study of educational organizations that can be used for the purpose of educational improvement in a complex system. Analysis of communication, bureaucracy, decision making, and organizational culture.
- EDC 641 Foundations of Exceptionality**  
3 Credits  
The course, and associated field assignments, provide an overview of basic concepts, issues, and best practices in special education services today. New and promising trends in technology are explored.
- EDC 642 Learning Disorders: Practices and Strategies**  
4 Credits  
Current research on validated interventions designed to improve the performance of people with learning disabilities, with particular emphasis on positive performance supports and strategies.
- EDC 643 Behavioral Disorders: Practices and Strategies**  
3 Credits  
Current research on validated interventions designed to improve the behavior and social skills of people with behavior disorders. Particular emphasis on positive behavioral supports and behavior change strategies.
- EDC 646 Implementing Inclusive Education**  
3 Credits  
The course addresses the knowledge and skills required for teachers to identify students who require differentiated instruction and activities due to talents, learning disability, developmental issues, or behavioral concerns.
- EDC 650 Science of Cognition and Learning**  
4 Credits  
This course addresses the integration of key insights from current research and practice in human learning from the neurosciences, psychology, and education. Students review the connection between this integration, curriculum, and pedagogy.
- EDC 651 Leading Effective Schools**  
3 Credits  
Management of the school and its operations, including school environment that is conducive to learning; safety of students and staff, discipline, and accountability.
- EDC 652 Leadership for School Problem-Solving**  
3 Credits  
Study of major models of school based problems or issues that may occur and strategies that can be used to address them. Examination of current school-based strategies for school improvement in a learner-centered environment.
- EDC 653 Educational Standards in an International Context**  
3 Credits  
Designed to provide an understanding of international standards in education. Focusing particularly on leadership and decision-making, attention will be given to standards based education reform and the link between theory and practice.
- EDC 654 Leadership, Entrepreneurship, and Learning**  
3 Credits  
Use of research-based knowledge of learning and leadership to understand trends in the entrepreneurial aspects of education, especially private schools and higher education.
- EDC 655 Social, Community, and Family Contexts of Education**  
3 Credits  
Designed to assist education leaders to refine communication skills and understanding of the communities within which education functions.
- EDC 656 Educational Leadership and Organizational Behavior**  
3 Credits  
Theories of organization, social systems, leadership, and power theories are examined as they relate to actual practice and situations that impact leadership.
- EDC 661 Implementing a Research-based Framework for Education**  
4 Credits  
This course addresses the international standards movement and the research base on effective schools contextualized internationally and in the UAE. Students will look at the impact of the standards movement on K-12 curriculum internationally and particularly in the UAE.
- EDC 662 Using Technology in the Classroom**  
3 Credits  
The course addresses the role and the impact of technology in 21st century schools and the development of a wide array of experiences in using and developing instructional technology for learning and data management.
- ECD 663 Using Assessment for Learning**  
3 Credits  
This course addresses the knowledge and skills required for teachers to identify informal and formal assessment opportunities in a standards-based environment, collect and analyze assessment data, and make informed decisions about curriculum and pedagogy needs to promote student achievement.

**EDC 664 The Intersection of Development and Learning**

3 Credits

The course addresses the relationship between human development and its role in the learning process.

**EDC 665 Teaching in a Complex World**

3 Credits

Investigation and analysis of uncritical "common sense" thinking that influences education practice and key insights from research and practice about teaching as a "thinking" person's profession and the incorporation of effective classroom teaching and analysis for the UAE.

**EDC 667 Knowing and Teaching**

4 Credits

This course requires candidates to synthesize their coursework with a focus on the knowing of content and the teaching of content to develop knowledge, skills, and habits of mind in students that are consistent with 21st century work and study environments. A significant component of the course is a study of a variety of models of teaching, their requirements on teacher knowledge, skills, and habits of mind, and the impact on student learning and achievement.

**EDC 668 Developing the School as a Learning Community**

3 Credits

The course addresses the study of models of educational organization and review of schools as learning organizations, as well as group/team membership and the nurturing of teacher leadership development in colleagues and self.

**EDC 695 Research Seminar**

3 Credits

Investigation of selected research questions under the direction of the master's committee. Development and demonstration of competence in research design, execution, and presentation of an acceptable master's report.

*Prerequisite(s):* (EDC 601 AND EDC 602) OR EDC 603

**EDC 699 Internship**

3 Credits

This internship is designed to permit students to demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school principals.

**EHCA 600 Ethical, Legal and Social Issues in Healthcare**

3 Credits

Emphasis is placed on resolving ethical issues on healthcare as well as business ethics, biomedical and research ethical issues, health services to be offered, distribution of resources and developing a personal value system and relating that system to the needs of the community. Issues to be addressed include: concepts of health and disease, social issues in the Emirates, code of ethics and legal systems in the Emirates, and demographic characteristics in the Emirates.

**EHCA 601 Managing in the Health Environment**

3 Credits

This course will examine factors that influence leaders in achieving organizational goals with emphasis on human behavior and interaction among health leaders, followers, and the situation. The course centers on the organizational behavior in the healthcare industry.

**EHCA 602 Human Resource Management**

3 Credits

The Human Resource Management course is designed to acquaint the student with concepts and methods needed to plan and forecast, recruit, train, develop and evaluate health human resources. Also, to provide an understanding of the impact of licensing, regulation and labor relations activities on healthcare institutions. Provides a framework for thinking strategically about the management of human resources in organizations.

**EHCA 603 Accounting for Decision Making**

3 Credits

This course is designed for management users of accounting information and considers accounting languages, types of information provided by accounting systems and uses of that information in decision making. The course entails an overview of financial accounting, managerial accounting, the management control environment, and budgeting.

**EHCA 604 Leadership and Strategy in Health Administration**

3 Credits

In this course, students apply and integrate knowledge from previous courses and also reflect upon and analyze their own experience as managers and administrators in the health sector. Different theories of leadership are reviewed and their value assessed in the context of health-related issues and organizations. The development and implementation of strategy in healthcare is explored, focusing on the influence of leadership within particular organizations and in the broader community.

**EHCA 605 Quantitative Methods and Computing for Managers**

3 Credits

This course covers basic statistical techniques in an intuitive and practical way through empirical evaluation of statistical models. The module is concerned with computing and computer applications of statistical methods, with some emphasis on the mathematical aspects of the subject and the microcomputer software packages SPSS and EpiInfo. Methods used are descriptive measures, quantitative methods, computing and managing, and to government and other sources of data.

**EHCA 606 Comparative Healthcare Systems**

3 Credits

This course will provide the student with a fundamental understanding of the concepts, character, organization and financing of health services in various countries and to identify and discuss current trends in healthcare delivery. Issues discussed will include policy issues, healthcare systems models, global issues, and healthcare organizations.

**EHCA 607 Managerial Epidemiology**

3 Credits

This course will focus on concepts of population and personal health and disease for managers. Problems in the measurement, analysis, organization, and administration of intervention programs will be highlighted. Subject matter will include concepts of health and disease, disease prevention, demography and health status, and epidemiological basis of decision making.

**EHCA 609 Health Economics and Financial Management**

3 Credits

The course emphasizes financial concepts and practices, sources and uses of funds, fiscal policies, internal/external controls, financial statistical reporting and definition of terms. Students will discuss economic characteristics of the healthcare industry, including consumer and provider choices, responses of labor/capital markets and impact of technology. Topics include healthcare economics, service management, sources of finance and payer models, and financial management models.

**EHCA 610 Quality Improvement in Healthcare**

3 Credits

An introduction to business and health outcomes measurement, process/outcome relationships and methods for process improvement in health organizations. Topics to be covered will include service management, health outcomes, quality assurance, and service evaluation and accreditation.

**EHCA 611 Healthcare Planning and Marketing**

3 Credits

The course focuses on the analysis of the environment, demands, processes and methods of planning and marketing for health services. Topics will include the health value chain, service management, operations, and marketing in healthcare services.

**EHCA 613 Healthcare Information Management**

3 Credits

This course will provide the student with knowledge and skills needed to successfully perform in a leadership role in the current information systems dependent environment. It will prepare students for management oversight; design; implementation; and operation of healthcare management information systems. The subject matter will include design of health information systems, health information technologies, data security and confidentiality, and transforming data into information.

**EMPA 502 Governance in a Global Context**

3 Credits

Introduction to political, economic, and social change around the world and in this region, and how these changes are affecting the substance and processes of governance, government, business, and social life in the U.A.E.

**EMPA 503 Comparative Public Sector Administration**

3 Credits

The course is an introduction to public administration issues, concepts and structures from a comparative perspective. Various public administration systems will be examined, including those that have undergone fundamental transformations. From a comparative perspective, the U.A.E. administrative system will be examined.

**EMPA 504 Public Human Resource Management**

3 Credits

This course introduces students to the primary roles and functions, boundaries and rights, and inherent tensions associated with PHRM, particularly with respect to enabling employees to carry out their responsibilities with efficiency and efficacy while serving the public interest. Students will learn how and when to apply practical HRM concepts and tools, critically examine current controversies in the field, and gain an appreciation for the value of effective management.

**EMPA 505 Quantitative and IT Methods for Public Policy and Administration**

3 Credits

Quantitative skills and information technology for public administrators. Addresses key concepts in data analysis using statistical tools like SPSS. Insight on how to find answers to public management/policy questions using quantitative methods.

**EMPA 506 Applied Research Methods in Public Policy and Administration**

3 Credits

This is an applied research methods course that will facilitate students' understanding of the diverse purposes of and approaches to designing, conducting, and evaluating research in public administration. The emphasis will be on understanding the types of information and research studies that are useful for public administrators.

**EMPA 507 Public Policy Formulation and Analysis**

3 Credits

This course will be an introduction to the methods and process of policy analysis dealing with problem analysis, policy formation and evaluation. It provides an overview of the public policy processes and basic concepts of public policy formulation, analysis, and implementation with extensive use of case studies and simulations.

**EMPA 508 Public Sector Budgeting and Finance**

3 Credits

The topics for the course include public budgetary processes and methods, including line item budgeting, performance budgeting, and program budgeting. Also covered will be public sector sources of income and spending allocation decisions and policy development and decision making as related to public financial management.

**EMPA 509 Program Evaluation**

3 Credits

This course provides the process and methods of assessing the outcomes and efficiency of government programs. Some of the methods introduced include experimental and quasi-experimental designs. The roles of an evaluation process in improving public administration and program delivery will be emphasized.

**EMPA 510 The Practice of Public Administration**

3 Credits

This course deals with understanding the organizational and inter-organizational context of public administration and the human and group factors shaping the behavior of public administrators. Decision making, managing conflict, and dealing with agency "politics" will be examined.

**EMPA 511 Strategic Leadership for Organizational Improvement**

3 Credits

This course will develop the theme that policy level managers should be the leaders and administrators of organizational improvement. Theories, practices, and strategies for designing, implementing, and assessing organizational changes and their effect on productivity and performance will be studied.

**EMPA 512 Legal and Ethical Issues in the U.A.E.: The Public Administration Context**

3 Credits

The course examines how laws, ethical codes and practices, and societal values affect government in the U.A.E. and thus public administration. It covers the legal context of public administration and the ethical issues public administrators face.

**EMPA 520 Criminology: The Sociology and Economics of Crime**

3 Credits

This course will be a review of key explanations of criminal behavior, ranging from physiological perspectives to those that focus on social and environmental factors. Sociological and economic factors that cause crime and shape patterns of criminal behavior will be examined.

**EMPA 521 Strategic Police Management**

3 Credits

The focus of this course is on the analysis and synthesis of various approaches to police management, including traditional approaches, behavioral and systems approaches, and the human relations approach. Transactional and transformational leadership will be outlined and their application to the police service will be analyzed.

**EMPA 522 Future Directions in Policing**

3 Credits

This course identifies and assesses current developments in policing in different societies as a means of identifying possible future directions in policing. The contemporary period is one in which established policing systems are undergoing profound change and the key dimensions of these processes will be explored.

**EMPA 599 Capstone Seminar**

3 Credits

This concluding seminar uses case studies and simulations that require students to integrate and apply learning from program courses and from their own professional experiences into a final written paper that will deal with an issue or problem in public administration in the U.A.E.

**HSS 623 International Relations**

3 Credits

The course will explore international society and foreign policy, with reference to both national and supranational governments, and non-governmental organizations active in the conduct of international affairs. After an overview of game theoretic approaches and classic IR theory, participants will explore constructivism and non-positivistic approaches to the subject that developed in the late twentieth century. Throughout, the aim of the course is to present the arguments for, and utility of, competing schools of thought concerning the analysis of international relations as they relate to the practice of diplomacy, while making methodological issues more precise and concrete with reference to empirical cases and foreign policy issues.

**HSS 633 Diplomatic History: the Shaping of Contemporary International Affairs**

3 Credits

This course explores the evolution of the international system in the twentieth century and its effects in the shaping of current international affairs. The era of Empires and the dynamics of colonialism around the world opens the course, which continues with the onset of the Great War (1914-1918). Followed by the emerging confrontation between Fascism,

Liberal Democracy and Communism. The Cold War, and the collapse of European empires follows WWII. After the study of the collapse of the Soviet Union, the course will explore new diplomatic challenges and opportunities, and the emergence of new centers of global power.

**HSS 643 International Political Economy**

3 Credits

The course explores the intersection between politics and economics. The course reviews the development of major economic institutions since the end of WWII in order to understand the different patterns of accumulation and the corresponding configuration of international institutions and markets in each phase of development. As such, the course examines how the architecture of international trade and finance developed through the 1960s and 1970s, with a view to understanding the implications of these structure

**HSS 653 Public Diplomacy**

3 Credits

This course provides practitioners of diplomacy and international affairs with the theoretical knowledge and hands-on skills to be effective international communicators. The first part of the course looks at the principles behind a communications strategy and the development of a communications plan in different contexts and media outlets. The course then proceeds to explore how to launch a communications campaign in the written and audiovisual media; how to deal with reporters, prepare press releases; and handle press conferences. Practical training involves in-class workshops on public speaking techniques, handling of interviews, use of photography and video, among others.

# Academic Credentials

These listings are based on information current as of 5 September 2010.

ABBAS, YASMINE, *Assistant Professor / Professorial Research Fellow, College of Arts and Sciences, Art and Design*. M.S., 2001, Massachusetts Institute of Technology (USA); Ph.D., 2006, Harvard University (USA).

ABDALLAH, TARAK, *Associate Professor, Institute for Islamic World Studies*. B.A., 1985, University of Tunis (Tunisia); M.A., 1987, The University of Paris X Nanterre (France); Ph.D., 1989, University of Quebec (Canada); Ph.D., 1992, The University of Paris X Nanterre (France).

ABRAHAM, PAUL, *Instructor / Head, Student Life, Abu Dhabi Men*. B.Sc., 1979, B.Ed., 1980, M.A., 1982, Saint Mary's University (Canada); M.Ed., 1993, Dalhousie University (Canada).

ABU BAKER, MUNEER, *Associate Professor / Senior Catalog Librarian, Library and Learning Resources, Technical Services*. M.A., 1983, Yarmouk University (Jordan); M.L.I.S., 1990, University of Pittsburgh (USA).

ABULQARAYA, BASHIR, *Assistant Professor, Institute for Islamic World Studies*. B.Sc., 1983, Assiut University (Egypt); M.Sc., 1994, Ph.D., 2007, Cairo University (Egypt).

ABU TALIB, MANAR, *Assistant Professor, College of Information Technology*. B.Sc., 2002, M.Sc., 2004, Ph.D., 2007, Concordia University (Canada).

ABU WARDEH, PATRICIA, *Instructor, University College, Advising and Academic Development*. B.A., 1965, M.A., 1998, University of London (UK).

ABU ZEID, MOHAMED, *Assistant Professor, University College, Arabic Studies*. B.A., 1993, Ed.D., 1993, Islamic University (KSA); M.A., 1999, Kuwait University (Kuwait); Ph.D., 2003, Al-Azhar University (Egypt).

AHERMOUCH, OMAR, *Instructor, Academic Bridge Program*. B.A., 1995, University of Ibn Zohr (Morocco); M.Sc., 1998, Heriot-Watt University (UK).

AKHTER, FAHIM, *Associate Professor, College of Information Technology*. B.Sc., 1991, University of Missouri, St. Louis (USA); M.B.A., 1994, Lindenwood College (USA); Ph.D., 2006, University of Bradford (UK).

ALALAMI, USAMA, *Associate Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1995, Ph.D., 2001, University of Wolverhampton (UK).

AL ANOUTI, FATME, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1995, M.Sc., 1997, American University of Beirut (Lebanon); M.Sc., 2001, Ph.D., 2005, University of Windsor (Canada).

AL-ATTAR, FAISAL, *Instructor, Academic Bridge Program*. B.A., 1980, Cairo University (Egypt); M.A., 1986, University of Bath (UK).

ALAWAD, MOUAWIYA, *Associate Professor / Director, Institute of Social and Economic Research*. M.S., 1993, M.S., 1995, D. Phil., 1997, North Carolina State University (USA).

AL BATAINEH, AFAF, *Assistant Professor, University College, Arabic Studies*. B.A., 1989, Yarmouk University (Jordan); M.Phil., 1992, Ph.D., 1998, Heriot-Watt University (UK).

ALBERS, ROBYN, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1996, Bishop's University (Canada); M.Ed., 2002, University of Southern Queensland (Australia).

ALEXANDER, KRISTIAN, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 2000, University of Wyoming (USA); Ph.D., 2009, University of Utah (USA).

ALI, AL-FARIS, *Assistant Professor, University College, Arabic Studies*. B.A., 1987, M.A., 1995, Cairo University (Egypt); Ph.D., 2001, Free University of Berlin (Germany).

ALI, HASSANEIN, *Professor, Institute for Islamic World Studies*. B.A., 1981, M.A., 1985, Ph.D., 1991, Cairo University (Egypt).

ALI, SADIA, *Adjunct Instructor, University College*. B.A.(Hons.), 1995, M.A., 1996, University of Karachi (Pakistan); M.Ed., 2006, The University of Manchester (UK).

AL ISLAM, AMIR, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1985, Shaw University (USA); M.A., 1989, M.A., 1997, Ph.D., 2010, New York University (USA).

AL JASSIM, SULAIMAN, *Senior Appointment / Vice President*. B.A., 1986, United Arab Emirates University (UAE); M.Phil., 1987, Ph.D., 1990, University of Exeter (UK).

ALLEN, MICHAEL, *Professor / Dean, College of Arts and Sciences*. B.A., 1981, Brigham Young University (USA); M.A., 1985, University of California, Berkeley (USA); Ph.D., 1999, University of Washington, Seattle (USA).

AL MARZOUQI, LOLOWA, *Instructor, College of Education*. B.Sc., 2004, M.Ed., 2007, Zayed University (UAE).

AL-NAJJAR, SABAH, *Associate Professor, University College, Mathematics and Statistics*. B.Sc., 1967, University of Baghdad (Iraq); M.Sc., 1972, The University of Manchester (UK); Ph.D., 1975, University of Wales (UK).

AL NAJJAR, THAMIR, *Associate Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1968, College of Science (Iraq); M.Sc., 1972, The University of Manchester (UK); Ph.D., 1975, University of Nottingham (UK).

AL OMARI, FIDA, *Adjunct Instructor, University College*. B.Sc., 2003, Beirut Arab University (Lebanon); M.Sc., 2008, Concordia University (Canada).

AL SKAF, SAWSAN, *Assistant Professor, University College, Arabic Studies*. B.A., 1976, Damascus University (Syria); M.A., 1997, Omdurman University (Sudan); Ph.D., 2006, University of Tunis (Tunisia).

AL TAEI, MAY, *Instructor, College of Information Technology*. B.A., 2003, Zayed University (UAE); M.Sc., 2004, University of Bath (UK).

ALTAREB, BELKEIS, *Associate Professor / Associate Dean, University College*. B.A., 1989, M.Sc., 1993, California State University, Stanislaus (USA); Ph.D., 1997, Ball State University (USA).

AL TOUKHY, SAMI, *Assistant Professor, Institute for Community Engagement*. B.A., 1989, M.A., 1993, Ph.D., 2005, Cairo University (Egypt).

AL ZEER, GERGAN, *Instructor, University College, Advising and Academic Development*. B.Sc., 1998, Bir Zeit University (Palestine); M.A., 2001, University of York (UK).

AL ZEHHAWI, AHLAM, *Adjunct Assistant Professor, University College, Arabic Studies*. B.A., 1982, M.A., 1986, Ph.D., 1999, Al Mustansiriya University (Iraq).

AMAIZE, ODE, *Associate Professor, College of Communication and Media Sciences*. B.Sc., 1980, M.A., 1983, Ph.D., 1986, The University of Texas at Austin (USA).

AMEZZIAN, MOHAMMED, *Associate Professor, Institute for Islamic World Studies*. B.A., 1984, Mohammed I University (Morocco); M.A., 1988, Cairo University (Egypt); Ph.D., 2000, Mohammed I University (Morocco).

AMIN, OMNIA, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1989, The American University in Cairo (Egypt); M.A., 1990, Ph.D., 1996, University of London (UK).

ANANDAPPA, MARLON, *Instructor, Academic Bridge Program*. B.A., 1996, Milltown Institute (Ireland).

ANDARY, NEZAR, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A.(Hons.), 1994, Columbia University, New York (USA); M.A., 1999, M.Phil., 2003, Ph.D., 2008, University of California, Los Angeles (USA).

ANDERSON, MAREE, *Instructor, University College, Advising and Academic Development*. B.Ed., 1999, M.A., 2001, University of Technology (Australia).

ANDERSON, MARIANNE, *Instructor, Academic Bridge Program*. B.A., 1986, Université Laval (Canada); M.Ed., 1994, University of Quebec (Canada).

ANDERSON, STEPHEN, *Associate Professor, College of Education*. M.A., 1979, Ph.D., 1984, The University of Texas at Austin (USA).

ARIF, NASR, *Professor / Director, Institute for Islamic World Studies*. B.Sc., 1984, M.Sc., 1988, Ph.D., 1995, Cairo University (Egypt).

ASDJODI, MINOO, *Instructor, Academic Bridge Program*. B.A., 1989, Alameh Tabatabaie University (Tehran); M.A., 1992, University of Arizona (USA).

ASHOUR, MOHAMED, *Associate Professor, Institute for Community Engagement*. B.Sc., 1987, M.A., 1996, Ph.D., 2001, Cairo University (Egypt).

ATALLAH, FIDA, *Assistant Professor, College of Education*. M.A., 1981, M.A., 1981, American University of Beirut (Lebanon); Ph.D., 2003, Concordia University (Canada).

ATIYAH, PERLA, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1994, B.Sc., 1998, Northwestern University (USA); M.A., 1999, University of London (UK); Ph.D., 2008, University of California, Los Angeles (USA).

ATKINSON, FAIRLIE, *Instructor, Academic Bridge Program*. B.A.(Hons.), 2001, Macquarie University (Australia); M.A., 2004, University of New England (Australia).

ATTALLA, HAMDY, *Professor, Institute for Islamic World Studies*. B.A., 1982, M.A., 1985, Ph.D., 1990, Cairo University (Egypt).



- ATTARD, AEYSHA, *Instructor, Academic Bridge Program*. B.A., 1986, Royal Melbourne Institute of Technology (Australia); M.Ed., 2000, Queensland University of Technology (Australia).
- AYBER, PINAR, *Instructor, Academic Bridge Program*. B.A., 1992, Hacettepe University (Turkey); M.A., 2005, Aston University (UK).
- AZAB, NADER, *Associate Professor, College of Arts and Sciences, Art and Design*. B.Sc., 1983, M.Sc., 1989, Alexandria University (Egypt); Ph.D., 1997, Portland State University (USA).
- BADA, AHMED, *Instructor, University College, Advising and Academic Development*. B.A., 1984, Mohammed I University (Morocco); M.A., 1987, University of London (UK).
- BADR, RASHA, *Instructor, University College, Arabic Studies*. B.A., 1992, M.A., 2005, The American University in Cairo (Egypt).
- BADRAN, BADRAN, *Professor / Accreditation Coordinator, College of Communication and Media Sciences*. B.A., 1979, Kuwait University (Kuwait); M.A., 1981, Indiana University (USA); Ph.D., 1984, University of Massachusetts (USA).
- BAGGILI, IBRAHIM, *Assistant Professor, College of Information Technology*. B.S., 2002, Ph.D., 2009, Purdue University (USA).
- BAILY, JAMES, *Instructor, Academic Bridge Program*. M.A., 2007, University of Birmingham (UK).
- BAIRD, JAMIE, *Instructor, Academic Bridge Program*. B.A., 1979, University of British Columbia (Canada); M.A., 1991, Concordia University (Canada).
- BALGA, ILYASS, *Associate Professor, Institute for Islamic World Studies*. B.A., 1992, M.A., 1996, Ph.D., 2002, B.A., 2006, Mohammed I University (Morocco).
- BAMBLING, MICHELE, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A., 1985, The University of the South (USA); M.A., 1992, Ph.D., 2001, Columbia University, New York (USA).
- BARRELL, ANN, *Instructor, University College, Languages*. B.A., 1965, University College of Wales (UK); M.Lit., 1971, University of Strathclyde (UK).
- BARRY, SHEILA, *Instructor, Academic Bridge Program*. B.A., 1986, University of Alberta (Canada); M.A., 1989, Université de Montréal (Canada); B.Ed., 2000, Brock University (Canada).
- BARZA, LYDIA, *Assistant Professor, College of Education*. B.A., 1995, M.Sc., 1998, Ph.D., 2002, University of Miami (USA).
- BATAINEH, EMAD, *Associate Professor, College of Information Technology*. B.Sc., 1984, Yarmouk University (Jordan); M.Sc., 1989, Ph.D., 1993, George Washington University (USA).
- BATTEN, CHRISTOPHER, *Instructor, Academic Bridge Program*. B.A.(Hons.), 2001, University of Exeter (UK); M.A., 2002, Durham University (UK); M.Ed., 2009, University of Exeter (UK).
- BEBAWI, SABA, *Instructor, College of Communication and Media Sciences*. B.A., 1995, Jordan Academy of Music; M.A., 2001, Monash University (Australia); M.A., 2005, Queensland University of Technology (Australia).
- BELANGER, ROBERT, *Instructor, Academic Bridge Program*. B.A., 2000, University of Ottawa (Canada); M.A., 2009, University of New England (Australia).
- BELLOTTO, JANET, *Assistant Professor / Co-Chair, College of Arts and Sciences, Art and Design*. M.F.A., 1997, Concordia University (Canada).
- BELNAP, JEFFREY, *Professor / Associate Provost and Campus Director*. B.A., 1982, M.A., 1987, Brigham Young University (USA); Ph.D., 1993, University of California, Irvine (USA).
- BENDING, DOMINIC, *Instructor / Head, Student Life, Dubai Men*. B.A., 1988, M.A., 1993, University of Wales (UK).
- BENNELL, ROBERT, *Professor, University College, Mathematics and Statistics*. B.Sc.(Hons.), 1982, M.Sc., 1984, Brunel University (UK); Ph.D., 1986, Cranfield University (UK).
- BENSABAI, TRACY, *Instructor, Academic Bridge Program*. B.A., 2003, The Open University (UK); M.A., 2007, Macquarie University (Australia).
- BENSON, SCOTT, *Instructor / Assistant Director, Academic Bridge Program*. B.A., 1991, University of Illinois at Urbana-Champaign (USA); M.A., 1992, Southern Illinois University (USA).
- BERG, MARLYS, *Instructor / Director, Administration*. B.A., 1961, Our Lady of the Lake University (USA); M.A., 1971, University of Pittsburgh (USA).
- BESTER, FRANCOIS, *Instructor, College of Business Sciences*. B.A., 1987, University of Pretoria (South Africa); M.M., 1992, University of the Witwatersrand (South Africa).
- BHATTI, TARIQ, *Assistant Professor, College of Business Sciences*. B.A., 1991, M.B.A., 1994, Assumption University (Thailand); Ph.D., 2007, University of Western Sydney (Australia).

BIDAL, JAY, *Instructor, Academic Bridge Program*. B.A., 1988, Carleton University (Canada); M.Ed., 2001, Brock University (Canada).

BIRCH, ELIZABETH, *Instructor, Academic Bridge Program*. B.A., 2006, University of Canterbury (New Zealand); M.A., 2007, Victoria University of Wellington (New Zealand).

BIRKS, JANE, *Assistant Professor / Instruction and Reference Librarian, Library and Learning Resources, Public Services*. B.Ed., 1978, Queensland University of Technology (Australia); B.A., 1982, Griffith University (Australia); M.A., 2004, University of Southern Queensland (Australia).

BIYGAUTANE, MHAMED, *Adjunct Instructor, College of Arts and Sciences, Humanities and Social Sciences*. B.A. (Hons.), 2007, Kent State University (USA); M.A., 2008, University of Aberdeen (UK).

BLACKHALL, LAURA, *Instructor, Academic Bridge Program*. B.A., 2003, University of Kent at Canterbury (UK); M.A., 2007, Institute of Education, London (UK).

BLACKMORE, ANDREW, *Instructor / Curriculum Supervisor, Academic Bridge Program*. B.A., 1985, University of Hull (UK); M.A., 1997, University of Liverpool (UK).

BLOUIN, DENIS, *Instructor, University College, Mathematics and Statistics*. B.Sc., 1981, M.Sc., 1989, Université Laval (Canada).

BOTELHO, LEE, *Instructor, Academic Bridge Program*. B.A., 1974, University of Sao Paulo, (Brazil); M.A., 1979, University of North Carolina (USA).

BOUKHOBZA, IMAN, *Assistant Professor, University College, Mathematics and Statistics*. B.Sc., 1992, M.Sc., 1993, Abdelmalik Essaadi University, Morocco (USA); D.Ed., 1997, Colorado State University (USA) and Abdelmalik Essaadi University, Morocco (USA).

BOULARAOUI, MOKHTAR, *Assistant Professor, University College, Arabic Studies*. B.A., 1981, Algeria University (Algeria); M.A., 1986, Ph.D., 1989, Aleppo University (Syria).

BOWEN, HELEN, *Instructor, Academic Bridge Program*. B.A., 1971, The University of Sheffield (UK).

BOWLES, MICHAEL, *Instructor, Academic Bridge Program*. B.A., 1993, Coventry University (UK); M.Ed., 2006, The University of Manchester (UK).

BOYD, DENISE, *Instructor, Academic Bridge Program*. B.A., 1987, University of California, Santa Barbara (USA); M.A., 2006, California State University, Chico (USA).

BRADSHAW, KEITH, *Associate Professor / Assistant Dean, College of Education*. B.A., 1978, Macquarie University (Australia); M.Ed., 1982, Ph.D., 1994, University of Western Sydney (Australia).

BRAUN, BARBARA, *Instructor, Academic Bridge Program*. B.A., 1983, M.A., 2000, University of Melbourne (Australia).

BRIAM, CAROL, *Assistant Professor, College of Business Sciences*. B.A., 1975, University of Arizona (USA); M.B.A., 1981, Thunderbird School of Global Management (USA); M.Sc., 1982, University of Arizona (USA); Ph.D., 2006, Indiana University of Pennsylvania (USA).

BRIEGEL, TONI, *Associate Professor, College of Education*. B.A., 1973, Southern Illinois University (USA); M.Ed., 1977, University of Central Arkansas (USA); Ed.D., 1989, University of Arkansas (USA).

BRISTOL-RHYS, JANE, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1977, The American University in Cairo (Egypt); Ph.D., 1987, University of Washington, Seattle (USA).

BRITTO, MARWIN, *Associate Professor / Chief Information Officer*. B.Ed., 1992, University of Alberta (Canada); M.Ed., 1996, Northwestern State University (USA); Ph.D., 2002, University of Georgia (USA); M.B.A., 2007, Concordia University (USA).

BROOME, HAZEL, *Instructor / Assistant Chair, College of Arts and Sciences, Natural Science and Public Health*. M.A., 1997, University of Dundee (UK); M.Sc., 1998, University of Glasgow (UK).

BROWN, CHRISTOPHER, *Associate Professor / Acting Director, International College*. B.A., 1989, University of Notre Dame (USA); M.A., 1993, Northwestern University (USA); Ph.D., 2000, University of Colorado, Boulder (USA).

BRYANT, SHARON, *Assistant Professor, College of Education*. B.S., 1970, James Madison University (USA); M.Ed., 1983, Ph.D., 1995, Virginia Commonwealth University (USA).

BUCKINGHAM, JAMES, *Professional in Residence, University College*. B.A., 1982, University of Guelph (Canada); B.Ed., 1983, Queens University (Canada); M.A., 1994, Central Michigan University (USA).

BUDD, CATHERINE, *Instructor, College of Business Sciences*. B.Bus., 2000, M.Sc., 2005, Edith Cowan University (Australia).

BULBULIA, AHMED, *Instructor, Academic Bridge Program*. B.A., 1992, University of Toronto (Canada); M.A., 2005, Victoria University of Wellington (New Zealand).

- BUNTS-ANDERSON, KIMBERLY, *Assistant Professor, University College, Languages*. B.A., 1986, New Mexico State University (USA); M.Ed., 1998, University of Sydney (Australia); Ph.D., 2006, Macquarie University (Australia).
- BURKETT, THEODORE, *Instructor, Academic Bridge Program*. B.F.A., 1992, M.A., 1997, University of Connecticut (USA).
- BURRELL, JOHN, *Instructor, Academic Bridge Program*. B.A., 1986, Reed College (USA); M.A., 2000, Portland State University (USA).
- BURTON, PHILIP, *Assistant Professor, University College, Mathematics and Statistics*. B.Sc.(Hons.), 1977, M.Sc., 1984, Ph.D., 1996, University of Queensland (Australia).
- BUTLER, HEIDI, *Assistant Professor / University Archivist, Library and Learning Resources*. B.A., 1995, B.A., 1996, Western Michigan University (USA); M.S., 2000, University of North Carolina (USA).
- BUYUK, SENEM, *Instructor, Academic Bridge Program*. B.A., 1992, Middle East Technical University (Turkey); M.A., 2008, Macquarie University (Australia).
- CADER, YOOSUF, *Associate Professor, College of Business Sciences*. B.Sc., 1977, University of Surrey (UK); Ph.D., 1981, University of Wales (UK); M.B.A., 1998, Monash University (Australia).
- CAGWIN, DOUGLASS, *Professor, College of Business Sciences*. B.B.A., 1971, Iowa State University (USA); M.Sc., 1996, Ph.D., 1999, University of Arkansas (USA).
- CALDWELL, KAREN, *Instructor, Academic Bridge Program*. B.A., 1994, McGill University (Canada); M.A., 2002, University of Toronto (Canada).
- CAMPBELL, CAROL, *Associate Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1997, Ph.D., 2002, M.A., 2007, University of Teeside (UK).
- CAMPBELL, SCOTT, *Assistant Professor, College of Business Sciences*. B.Sc., 1992, University of Montevallo (USA); M.B.A., 1995, Auburn University at Montgomery (USA); Ph.D., 2003, Auburn University (USA).
- CARR, KENNETH, *Professor / Assistant Dean, College of Education*. B.A., 1972, M.A., 1975, Ph.D., 1986, University of Waikato (New Zealand).
- CARROLL, PAUL, *Instructor, University College, Languages*. B.Sc., 1981, University of Salford (UK); M.A., 1997, University of Surrey (UK).
- CHAUDOIR, DAVID, *Instructor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 2001, Andrews University (USA); M.A., 2003, Western Michigan University (USA).
- CHEW, LEON, *Associate Professor, College of Arts and Sciences, Art and Design*. B.Sc., 1983, National University of Singapore (Singapore); Ph.D., 1997, University of London (UK).
- CHOUERI, JOYCE, *Instructor, Academic Bridge Program*. B.A., 1979, Troy State University (USA); M.A., 1987, San Diego State University (USA).
- CHUNG, MAN, *Professor, College of Arts and Sciences, Natural Science and Public Health*. B.A., 1988, University of Guelph (Canada); Ph.D., 1992, The University of Sheffield (UK); Ph.D., 2008, Durham University (UK).
- CHUNG-SHIN, YUNSUN, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.F.A., 1989, Seoul National University (South Korea); M.F.A., 1997, Indiana State University (USA).
- CIBULKA, FRANK, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1974, M.A., 1976, Ph.D., 1983, Pennsylvania State University (USA).
- CLARKSON, NEVILLE, *Instructor, Academic Bridge Program*. B.A., 1985, M.A., 1988, University of Cambridge (UK).
- CLAUSEN, THOMAS, *Assistant Professor, College of Business Sciences*. B.S., 1985, Iowa State University (USA); M.S., 1993, Arizona State University (USA); M.S., 1996, University of Illinois at Urbana-Champaign (USA); Ph.D., 2002, University of Connecticut (USA).
- COCHRAN, THOMAS, *Professor / Executive Advisor to the Vice President, Associate Provost, and Campus Director*. B.A., 1968, MacMurray College (USA); M.A., 1970, Ph.D., 1975, Kent State University (USA).
- COHEN, MARC, *Adjunct Instructor, College of Business Sciences*. B.B.A., 1996, University of Miami (USA).
- COLBURN, LINDA, *Assistant Professor, College of Education*. B.Sc., 1973, University of Oregon (USA); M.Ed., 1989, Ph.D., 2000, Vanderbilt University (USA).
- COLE, ALTON, *Instructor, Academic Bridge Program*. M.Ed., 1988, University of Victoria (Canada); M.A., 2001, School for International Training (USA).
- COLESTOCK, REBECCA, *Instructor, Academic Bridge Program*. B.A., 1987, Macalester College (USA); M.Ed., 1995, University of Minnesota (USA).

COOK, DIANNE, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1999, University of British Columbia (Canada); M.A., 2002, University of Birmingham (UK).

CORBETT, PETER, *Instructor, Academic Bridge Program*. B.A., 1981, Bournemouth and Poole College of Art (UK); M.A., 1999, University of Brighton (UK).

COX, PETER, *Instructor, College of Information Technology*. B.Sc., 1982, University of Bradford (UK); M.A., 1995, University of London (UK).

CRYAN, JOHN R., *Professor / Dean (Interim), College of Education*. B.A., 1964, M.Sc., 1965, Ph.D., 1972, Syracuse University (USA).

CURRY, STEPHEN, *Associate Professor / Chair, University College, Mathematics and Statistics*. B.Sc., 1974, M.A., 1977, The University of Alabama (USA); M.Ed., 1987, University of Montevallo (USA); Ph.D., 1990, Auburn University (USA).

DADA, ROBIN, *Professor / Director, Graduate Programs, College of Education*. B.Sc., 1975, Oregon College of Education (USA); M.Ed., 1986, Ph.D., 1992, University of Oregon (USA).

DANAHER, MAURICE, *Assistant Professor, College of Information Technology*. B.E., 1977, M.Eng.Sc., 1980, National University of Ireland (Ireland); Ph.D., 2003, Swinburne University of Technology (Australia).

DARAWSHEH, SALAH, *Assistant Professor, University College, Arabic Studies*. B.A., 1990, M.A., 1996, Yarmouk University (Jordan); Ph.D., 2006, Alexandria University (Egypt).

DASCALU, MIHAELA, *Instructor, Academic Bridge Program*. B.A., 1981, Alexandru Ioan Cuza University (Romania); M.A., 2001, School for International Training (USA).

DAVIDSON, PETER, *Instructor, Academic Bridge Program*. B.A., 1990, University of Canterbury (New Zealand); M.A., 1998, The University of Reading (UK).

DAVIS, JEFFRY, *Instructor, Academic Bridge Program*. M.Ed., 1991, University of South Florida (USA).

DAVIS, MARILYN, *Instructor, College of Education*. B.A., 1998, M.A., 2001, University of New Mexico (USA).

DE BEER, KOOS, *Instructor, Academic Bridge Program*. B.Ed., 1985, University of Alberta (Canada); B.A., 1996, University of Iceland (Iceland); M.A., 1998, Macquarie University (Australia).

DE JONG, PAUL, *Instructor, Academic Bridge Program*. B.A., 1973, Calvin College (USA); M.Ed., 2006, University of Exeter (UK).

DELEO, PATRICIA, *Assistant Professor / Instruction and Reference Librarian, Library and Learning Resources, Public Services*. B.A., 2000, Adelphi University (USA); M.L.I.S., 2002, M.Sc., 2004, Long Island University (USA).

D'ENTREMONT, STEPHEN, *Instructor, Academic Bridge Program*. B.A., 1992, University of Massachusetts (USA); M.A., 1996, Simmons College (USA).

DGHAIM, RANIA, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1995, American University of Beirut (Lebanon); Ph.D., 2000, McGill University (Canada).

DIEMER, CHARLENE, *Instructor, Academic Bridge Program*. B.A., 2001, University of British Columbia (Canada); M.L.S., 2009, University of Denver (USA).

DOGIM, MOSTAFA, *Professor, Institute for Islamic World Studies*. B.Sc., 1977, M.Sc., 1985, Ph.D., 1990, Cairo University (Egypt).

DOIRON, GILLES, *Professional in Residence, University College*. B.A., 1984, M.A., 1991, Concordia University (Canada); Ed.D., 2009, Durham University (UK).

DOLCI, IDA, *Instructor, Academic Bridge Program*. B.A., 1981, University of Liverpool (UK); M.A., 1994, Newcastle University (UK).

DORAN, PATRICK, *Associate Professor, College of Information Technology*. B.B.A., 1986, University of New Brunswick (Canada); Ph.D., 1992, University of Georgia (USA).

DOWSE, MICHELE, *Instructor, Academic Bridge Program*. B.A., 1985, Polytechnic of Wales (UK); M.A., 1994, University of Wales (UK).

DOWSWELL, KIRK, *Instructor / Director, Academic Bridge Program*. B.Ed., 1980, University of Birmingham (UK); M.Ed., 1986, University of Toronto (Canada).

DRAGONOVA, ANRIETA, *Assistant Professor, College of Information Technology*. B.Sc., 1980, Polytechnic Institute of Belarus (Belarus); M.Sc., 1987, Ph.D., 1992, George Washington University (USA).

DRURY, BETH, *Instructor, Academic Bridge Program*. B.A., 1996, James Madison University (USA); M.A., 2000, West Chester University of Pennsylvania (USA).

DUFFY, BRENDAN, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1974, University of Liverpool (UK); M.Sc., 1990, Aston University (UK).

- DUFFY, MATT, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1997, East Carolina University (USA); M.A., 2006, University of Georgia (USA); Ph.D., 2010, Georgia State University (USA).
- DUNKLEY, JANE, *Adjunct Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.A., 2002; Ph.D., 2010, Swinburne University of Technology (Australia).
- DUNLAP, TARA, *Instructor, Academic Bridge Program*. B.A., 2000, M.A., 2005, Montana State University (USA).
- DURAND, ANNICK, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1979, M.A., 1980, M.Phil., 1981, University de la Sorbonne (France); Ph.D., 1990, New York University (USA).
- DUTHLER, GAELLE, *Associate Professor, College of Communication and Media Sciences*. M.A., 1993, B.A., 1993, Ph.D., 2000, University of Kentucky (USA).
- DYCK, MATTHEW, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1992, Ryerson University (Canada); B.A., 1995, University of Waterloo, Ontario (Canada); M.Phil., 1997, University of Glasgow (UK).
- EL ANNANI, HASSAN, *Assistant Professor, College of Education*. B.A., 1988, University Hassan II (Morocco); M.Sc., 1993, Jackson State University (USA); Ph.D., 2007, Illinois State University (USA).
- EL BAKLY, HAYSAM, *Assistant Professor, Institute for Community Engagement*. B.A., 1991, Police Academy (Egypt); M.Sc., 2000, Ph.D., 2005, Cairo University (Egypt).
- EL BARACHI, MAY, *Assistant Professor, College of Information Technology*. B.Sc., 2000, Arab Academy for Science and Technology and Maritime Transport (Egypt); M.S., 2004, Ph.D., 2010, Concordia University (Canada).
- ELGHARDGUI, MICHELLE, *Instructor, University College, Advising and Academic Development*. B.Sc., 2004, Northern Arizona University (USA); M.Ed., 2006, University of Northern Colorado (USA).
- ELGIBALI, MAHMOUD, *Instructor, University College, Arabic Studies*. B.A., 1973, M.A., 1979, Ain Shams University (Egypt).
- EL KADY, DINA, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A., 1999, Helwan University (Egypt); M.Sc., 2003, Auburn University (USA).
- ELLABOUDY, SHEREEF, *Assistant Professor, College of Business Sciences*. Ph.D., 2008, M.A., 2008, Claremont Graduate University (USA).
- EL-MASRI, HASNA, *Adjunct Assistant Professor, University College, Mathematics and Statistics*. B.Sc., 1998, University of London (UK); M.Sc., 1999, Ph.D., 2004, University of Surrey (UK).
- ELNOORY, ATTEYA, *Instructor, University College, Arabic Studies*. B.A., 1975, Tanta University (Egypt); M.A., 1981, M.A., 1986, University of Illinois at Urbana-Champaign (USA).
- EL SAWAD, AMAL, *Associate Professor, College of Business Sciences*. B.A.(Hons.), 1991, M.Sc., 1996, University of Portsmouth (UK); Ph.D., 2002, Loughborough University (UK).
- ELSHAFIE, FATMA, *Instructor, Academic Bridge Program*. B.A., 2000, M.A., 2008, Ain Shams University (Egypt).
- EL-TEMTAMY, OSAMA, *Associate Professor, College of Business Sciences*. B.Sc., 1988, University of Southwestern Louisiana (USA); M.Sc., 1991, University of New Haven (USA); Ph.D., 1995, Middle Tennessee State University (USA).
- EMMETT, MARK, *Instructor, Academic Bridge Program*. B.A., 1981, Indiana University (USA); M.A., 2008, Bond University, Queensland (Australia).
- ENGELBRECHT, GUILLERMINA, *Professor, College of Education*. M.A., 1970, Ph.D., 1973, Arizona State University (USA).
- ENGIN, MARION, *Instructor, Academic Bridge Program*. B.Sc., 1987, University of Surrey (UK); Ph.D., 2004, Middle East Technical University (Turkey).
- EPPARD, JENNY, *Instructor, Academic Bridge Program*. B.A., 1995, Old Dominion University, Virginia (USA); M.Ed., 1999, Shenandoah University, Virginia (USA); M.A., 2000, George Washington University (USA).
- EROGUL, MURAT, *Instructor, College of Business Sciences*. B.A., 1990, Hacettepe University (Turkey); M.Ed., 1998, University of Alberta (Canada); M.I.B., 2005, Wollongong University (Australia).
- ESMAIL EL SHENAWI, SAYED, *Instructor, University College, Arabic Studies*. B.A., 1982, B.A., 1986, M.A., 1994, Ain Shams University (Egypt).
- EVANS, HELENA PENELOPE, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A.(Hons.), 1996, Ph.D., 2004, University of Kent (UK).

- EVERETT, MAUREEN, *Professor / Associate Dean, College of Communication and Media Sciences*. B.A., 1973, M.A., 1976, University of Delaware (USA); D. Phil., 1993, University of Kentucky (USA).
- FARSIO, FARZAD, *Professor, College of Business Sciences*. B.A., 1976, University of Tehran (Iran); M.B.A., 1978, Northrop University (USA); Ph.D., 1990, Claremont Graduate University (USA).
- FAZEL, SHOKOOFEH, *Associate Professor, College of Business Sciences*. B.A., 1975, Bombay University (India); M.Sc., 1976, Davars College (India); M.Sc., 1977, Bombay University (India); Ph.D., 1991, Claremont Graduate University (USA).
- FERGUSON, WILLIE, *Instructor, Academic Bridge Program*. B.A., 1978, University College Dublin (Ireland); M.A., 1986, The University of Texas at San Antonio (USA); M.A., 1999, The Open University (UK).
- FERJANI, TAOUFIK, *Instructor, Academic Bridge Program*. B.A., 1991, University of Tunis (Tunisia); M.Ed., 2009, Curtin University of Technology (Australia).
- FORSTER, NICHOLAS, *Professor, College of Business Sciences*. B.A.(Hons.), 1979, University of Leeds (UK); M.Sc., 1983, Ph.D., 1987, University of Bradford (UK).
- FORWARD, PETER, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1978, University of Exeter (UK); M.A., 1999, Macquarie University (Australia).
- FOX, PAUL, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1990, University of Oxford (UK); M.A., 1994, Ph.D., 2000, University of Georgia (USA).
- FRASIER, ROBERT, *Assistant Professor / Information Technology Librarian, Library and Learning Resources, Technical Services*. B.A., 1971, Baylor University (USA); M.A., 2000, University of Arizona (USA).
- FRENCH, MARK, *Professional in Residence, University College*. B.A., 1986, North Staffordshire Polytechnic (UK); M.A., 1991, University of Leicester (UK).
- FRIER, SYLVIA, *Instructor, Academic Bridge Program*. M.Ed., 1998, The University of Sheffield (UK).
- FULTON, JONATHAN, *Instructor, Academic Bridge Program*. B.A., 1997, Dalhousie University (Canada); M.Ed., 2004, University of Southern Queensland (Australia).
- GALLACHER, DAVID, *Assistant Professor, University College, Advising and Academic Development*. B.Sc., 1989, University of Melbourne (Australia); Ph.D., 1994, James Cook University (Australia).
- GARABEDIAN, BARED, *Professor, College of Arts and Sciences, Natural Science and Public Health*. B.S., 1980, University of Salford (UK); Ph.D., 1986, Kings College London (UK).
- GARDINER, STEVEN, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. Ph.D., 2004, Cornell University (USA).
- GARDNER, ANDREW, *Associate Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1979, University of Edinburgh (UK); Ph.D., 1984, University of Aberdeen (UK).
- GARDNER, LESLIE, *Instructor, Academic Bridge Program*. B.A., 1998, University of Minnesota (USA); M.A., 2006, Hamline University (USA).
- GAREMO, MALIN, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1995, Ph.D., 2006, Göteborg University (Sweden).
- GARINGER, DAWN, *Adjunct Instructor, University College*. B.A., 1994, M.Ed., 1999, University of Alberta (Canada).
- GEORGIADOU, EFFROSYNI, *Instructor, Academic Bridge Program*. B.A., 2002, University of Athens (Greece); M.A., 2006, St. Michael's College (USA).
- GILROY, AYSEN, *Instructor, Academic Bridge Program*. B.A., 1987, Ankara University (Turkey); M.Sc., 1991, Aston University (UK).
- GILROY, BRYAN, *Associate Professor / Assistant Provost, Office of Enrollment Management*. B.A., 1978, Hertfordshire College of Higher Education (UK); M.A., 1988, Colorado State University (USA); M.B.A., 1998, University of Nottingham (UK).
- GLASGOW, RUTH, *Instructor, Academic Bridge Program*. M.Sc., 2008, Aston University (UK).
- GLASS, DONALD, *Instructor, Academic Bridge Program*. B.A., 1988, Concordia University (Canada); M.A., 2003, University of Southern Queensland (Australia).
- GOBY, VALERIE, *Professor, College of Business Sciences*. B.A., 1982, M.A., 1984, University College Dublin (Ireland); Ph.D., 1990, James Cook University (Australia).
- GOSAL-SELLERS, FRIEDA, *Instructor, Academic Bridge Program*. B.A., 1981, Institute for Teacher Training (Indonesia); M.A., 1988, University of Kansas (USA).
- GOWGIEL, MICHAEL, *Instructor, Academic Bridge Program*. B.A., 1984, M.A., 1987, Loyola University Chicago (USA); M.A., 1994, University of Illinois at Chicago (USA).

GREENHOE, ANNE, *Instructor, University College, Languages*. B.A., 1995, St. John's College, New Mexico (USA); M.Sc., 2005, University of Wisconsin-Milwaukee (USA).

GREGORY, JON, *Instructor, Academic Bridge Program*. B.A., 1985, The University of New South Wales (Australia); M.A., 2000, Macquarie University (Australia).

GREWAL, BRAHMJYOT, *Professor / Dean, University College*. B.A. (Hons.), 1983, M.A., 1985, University of Delhi (India); Ph.D., 1991, State University of New York, Stony Brook (USA).

GRIDHAR, PUJA, *Instructor, University College, Mathematics and Statistics*. B.Sc., 1997, M.Sc., 1999, B.Ed., 2000, Punjab University (India).

GUERRERO, SANDRA, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1989, Fordham University (USA); M.A., 1990, New York University in Paris (France); M.A., 1996, Ph.D., 2006, New School University (USA).

GUIMARAES, MARIO, *Professor, College of Information Technology*. B.S., 1981, Universidade Federal do Rio de Janeiro (Brazil); M.S., 1984, Ph.D., 1995, Pontificia Universidade Catolica do Rio de Janeiro (Brazil).

HALEEM, RAHMAN, *Assistant Professor / Associate Director, Institute for Community Engagement*. B.Sc., 1969, Cairo University (Egypt); Ph.D., 1974, Aston University (UK).

HAMID RAHMA, ELTIGANI, *Associate Professor, Institute for Islamic World Studies*. B.A., 1980, M.A., 1984, University of Khartoum (Sudan); Ph.D., 1989, University of London (UK).

HAMILTON, RUSSELL, *Associate Professor, College of Arts and Sciences, Art and Design*. B.Sc., 1987, M.F.A., 1991, University of Washington, Seattle (USA).

HAROLD, BARBARA, *Associate Professor, College of Education*. B.Ed., 1972, M.Ed., 1984, Ph.D., 1996, University of Waikato (New Zealand).

HARVEY, MICHAEL, *Instructor, University College*. B.A., 1988, Salem State College (USA); M.A., 1992, University of Michigan (USA).

HASAN, HANAA, *Assistant Professor, University College, Arabic Studies*. B.A., 1978, M.A., 1995, Ph.D., 1999, University of Jordan (Jordan).

HASSALL, PETER, *Instructor, Academic Bridge Program*. B.A., 1979, The Open University (UK); M.A., 1983, University of Birmingham (UK).

HASSAN, HUSSEIN, *Assistant Professor, Institute for Islamic World Studies*. B.A., 1974, Alexandria University (Egypt); M.A., 1999, Zagazig University (Egypt); Ph.D., 2003, Benha University (Egypt).

HAWKER, LAILA, *Instructor, Academic Bridge Program*. B.A., 1987, University of Victoria (Canada); M.Ed., 2000, University of British Columbia (Canada).

HAWKER, RONALD, *Associate Professor, College of Arts and Sciences, Art and Design*. B.A., 1985, M.A., 1988, Ph.D., 1998, University of British Columbia (Canada).

HILLWIG, JACK, *Professor / Assistant Dean, College of Communication and Media Sciences*. B.A., 1969, Bethany College (USA); M.A., 1972, Ph.D., 1979, The Ohio State University (USA).

HISLOP, JANE, *Instructor, University College, Languages*. B.A., 1997, Massey University (New Zealand); M.A., 1999, University of Surrey (UK).

HONG, MINGYAN, *Assistant Professor, University College, Languages*. B.A., 1994, Harbin Institute of Technology (China); M.A., 2002, Central Michigan University (USA); Ph.D., 2007, Purdue University (USA).

HOREMANS, HILDA, *Instructor, Academic Bridge Program*. B.A., 1984, University of Gent (Belgium); M.A., 2002, University of Technology (Australia).

HOU, SHUOZHAO, *Assistant Professor, University College, Languages*. B.A., 1997, M.A., 2000, Northwestern Polytechnic University (China); Ph.D., 2006, M.S., 2006, Purdue University (USA).

HOUSTON, JOHN, *Adjunct Instructor, University College*. B.A., 2000, Baylor University (USA); M.Div., 2005, Princeton Theological Seminary (USA); M.A., 2008, Boston College (USA).

HOWARTH, BRIGITTE, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1992, University of East London (UK); Ph.D., 1998, University of Central Lancashire (UK).

HUGHES, DAVID, *Instructor / Curriculum Supervisor, Academic Bridge Program*. B.A., 1995, M.A., 2001, State University of New York, Buffalo (USA).

HUNT, FIONA, *Instructor, University College, Advising and Academic Development*. B.A., 1990, M.L.I.S., 1996, University of British Columbia (Canada).

HUQ, ZUBAIDA, *Adjunct Instructor, University College*. B.Sc., 1998, University of California, San Diego (USA); M.Sc., 2005, California State University, Fullerton (USA).

HUSSAIN, TAIBA, *Adjunct Instructor, College of Business Sciences*. B.Sc.(Hons.), 2005, University of Western Ontario (Canada); M.B.A., 2010, Abu Dhabi University (UAE).

IBRAHEEM, WALAA-ELDEEN, *Assistant Professor, Institute for Community Engagement*. B.A., 1996, M.A., 2000, Ph.D., 2006, Ain Shams University (Egypt).

IBRAHIM, ABUBAKER, *Associate Professor, Institute for Islamic World Studies*. B.A., 1994, Omburman Islamic University (Sudan); M.A., 1998, Ph.D., 2004, International Islamic University Malaysia (Malaysia).

IBRAHIM, HAMMAD, *Assistant Professor, Institute for Islamic World Studies*. B.A., 1974, M.A., 1986, Ph.D., 1994, Cairo University (Egypt).

IGARZA, ELIZABETH, *Instructor, Academic Bridge Program*. B.A., 1974, Northern Illinois University (USA); M.Sc., 2002, Nova Southeastern University (USA).

INATY, JASE, *Assistant Professor, College of Education*. B.Sc., 1997, Lebanese American University (Lebanon); M.Ed., 2003, University of Sydney (Australia); Ph.D., 2008, University of New South Wales (Australia).

INCARDONA, JOHN, *Assistant Professor, College of Business Sciences*. B.B.A., 1997, Dowling College (USA); M.S., 2000, Ph.D., 2010, Florida Atlantic University (USA).

IREN, PERIHAN, *Assistant Professor, College of Business Sciences*. B.S., 2002, M.A., 2005, Hacettepe University (Turkey); D.B.A., 2010, Cleveland State University (USA).

ISAACSON, LISA, *Associate Professor / Co-Chair, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1988, M.F.A., 1992, Colorado State University (USA); Ph.D., 1999, University of Denver (USA).

ISHAK, RAIEDA, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1988, Lebanese University (Lebanon); M.A., 1990, University of Washington, Seattle (USA).

JABLONSKI, CHET, *Professor / Dean, Graduate Studies, and Assistant Provost, Research*. B.Sc., 1967, University of Massachusetts (USA); Ph.D., 1972, University of Calgary (Canada).

JAMES, WENDY, *Associate Professor, College of Business Sciences*. B.Bus., 1997, Ph.D., 2001, Griffith University (Australia).

JAYYUSI, LENA, *Associate Professor, College of Communication and Media Sciences*. B.A., 1970, Durham University (UK); M.A., 1972, Ph.D., 1979, The University of Manchester (UK); M.A., 1980, Boston University (USA).

JEFFREY, DAVID, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1986, M.A., 1989, The University of Natal (South Africa); M.A., 2003, University of Birmingham (UK).

JENDLI, ADEL, *Associate Professor, College of Communication and Media Sciences*. B.A., 1987, University of Tunis (Tunisia); M.A., 1990, Ph.D., 1995, University of Kansas (USA).

JOHANNESSEN, JODY, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1986, Princeton University (USA); M.B.A., 2000, Northwestern University (USA).

JOHNSON, DANIEL, *Professor / Provost*. B.A., 1963, M.A., 1965, Texas Christian University (USA); Ph.D., 1973, University of Missouri, Columbia (USA).

JOHNSTON, PATRICIA, *Instructor, University College, Advising and Academic Development*. B.A., 1969, University of Warwick (UK); M.A., 2003, University of Sunderland (UK).

JOLOLIAN, LEON, *Associate Professor / Dean, College of Information Technology*. B.E., 1980, Manhattan College (USA); M.S., 1993, Polytechnic University, Brooklyn (USA); Ph.D., 2000, New Jersey Institute of Technology (USA).

JONES, SUSAN, *Instructor, University College*. B.A., 1991, Columbus College (USA); M.Sc., 1996, Georgia State University (USA).

JONES, WAYNE, *Instructor / Assessment Supervisor, Academic Bridge Program*. B.A., 1987, University of Wales (UK); M.A., 1996, University of Bristol (UK).

JOSEPH, SABRINA, *Associate Professor / Co-Chair, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1993, University of South Florida (USA); M.A., 1995, Ph.D., 2005, Georgetown University (USA).

JOSEPH, SUZANNE, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1995, University of Central Florida (USA); Ph.D., 2002, University of Georgia (USA).

KABBARAH, NOOR, *Instructor, Academic Bridge Program*. B.A., 2002, Damascus University (Syria); M.A., 2006, George Mason University (USA).



- KAMHIEH, CELINE, *Instructor, University College, Advising and Academic Development*. M.Ed., 2000, University of Newcastle-upon-Tyne (UK).
- KANKAREJ, MANISHA, *Assistant Professor, University College, Mathematics and Statistics*. B.Sc., 1997, M.Sc., 1999, Government Post Graduate College, Dhamtari (India); Ph.D., 2009, Deen Dayal Upadhyay Gorakhpur University (India).
- KANNENCHERY, SUNITHA, *Adjunct Instructor, University College, Mathematics and Statistics*. B.Sc., 1991, B.Ed., 1994, M.Sc., 1996, University of Kerala (India).
- KARAKI, SUHA, *Instructor, University College, Arabic Studies*. B.A., 2002, M.A., 2004, Lebanese American University (Lebanon).
- KARATAL, MARY, *Instructor, Academic Bridge Program*. B.A., 1997, M.A., 1999, University of South Florida (USA).
- KARIM, NAKHSHIN, *Instructor, University College, Mathematics and Statistics*. B.Sc., 1972, University of Baghdad (Iraq); M.Sc., 1974, University of London (UK).
- KASSEM, LISA, *Adjunct Instructor, University College*. B.A., 2003, M.A., 2009, Carleton University (Canada).
- KESHODKAR, AKBAR, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1995, Oberlin College (USA); Ph.D., 2005, University of Oxford (UK).
- KHAN, MUNAWWAR, *Associate Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1994, M.Sc., 1996, Aligarh Muslim University (India); M.Sc., 1998, Asian Institute of Technology (Thailand); Ph.D., 2001, The University of Tokyo (Japan).
- KHAN, SARAH, *Adjunct Instructor, University College*. B.Sc., 1999, University of Karachi (Pakistan).
- KHANAT, DINA, *Adjunct Instructor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 2008, The George Washington University (USA).
- KHELIFA, MAHER, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.Sc., 1986, Higher Institute of Education (Tunisia); M.Sc., 1992, Ph.D., 1996, University of Kansas (USA).
- KHONDKER, HABIBUL, *Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A.(Hons.), 1975, University of Dhaka (Bangladesh); M.A., 1978, Carleton University (Canada); Ph.D., 1984, University of Pittsburgh (USA).
- KNIBLOE, DANIEL, *Instructor, Academic Bridge Program*. B.A., 1987, Albion College (USA); M.A., 1997, Michigan State University (USA).
- KOCATEPE, MEHTAP, *Assistant Professor, Academic Bridge Program*. B.A., 1995, M.A., 1998, Middle East Technical University (Turkey); Ph.D., 2006, James Cook University (Australia).
- KORDA, SUSANNE, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1989, University of Melbourne (Australia); M.A., 2009, University of New South Wales (Australia).
- KRANZ, SUSANNE, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 2001, Friedrich-Schiller Universitat (Germany); M.A., 2004, Southeast Missouri State University (USA); Ph.D., 2008, University of Leeds (UK).
- KUCHNO, JENNIFER, *Instructor, Academic Bridge Program*. M.A., 1993, M.A., 1993, Virginia Commonwealth University (USA); M.A., 2008, Old Dominion University (USA).
- KUMAR, DEEPA, *Adjunct Instructor, College of Communication and Media Sciences*. M.A., 2004, Pondicherry University (India).
- KUO, WEN, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1992, National Taiwan University (Taiwan); M.Sc., 1994, Harvard University (USA); Ph.D., 1999, Johns Hopkins University (USA).
- LAHKIM, MOHAMMED, *Assistant Professor, College of Information Technology*. M.S., 1995, Ph.D., 1998, Colorado State University (USA).
- LAMBERT, CECILIA, *Associate Professor, College of Business Sciences*. B.Bus., 1978, Northern Rivers College of Advanced Education (Australia); M.B.A., 1990, Ph.D., 1999, University of Queensland (Australia).
- LAMBERT, CHRISTOPHER, *Associate Professor / Director, Graduate Programs, College of Business Sciences*. M.B.A., 1990, Ph.D., 1999, University of Queensland (Australia).
- LANDERS, JOHN, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1985, University of Essex (UK); M.A., 1995, University of London (UK).
- LATHROP, K. Brione, *Instructor, Academic Bridge Program*. B.A., 1988, Loyola University Chicago (USA); M.A., 1996, John F. Kennedy University (USA).
- LAUBE, LINDA, *Associate Professor, University College, Languages*. B.A., 1973, University of Arkansas (USA); M.A., 1977, D. Phil., 1984, University of South Carolina (USA).

- LAURENT, STEPHANE, *Professor, College of Arts and Sciences, Art and Design*. B.A., 1987, l'Ecole Bouille (France); M.A., 1990, M.A., 1992, Ph.D., 1996, University of Paris 1 Panthou-Sorbonne (France).
- LAVELLE, JON, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1990, Canisius College (USA); M.Ed., 1992, State University of New York, Buffalo (USA).
- LEON, MARK, *Instructor, University College, Mathematics and Statistics*. B.A., 1974, M.A., 1979, Ph.D., 1993, The University of Texas at Austin (USA).
- LOCKHART, DANIEL, *Associate Professor / Campus Coordinator, College of Business Sciences*. M.B.A., 1975, West Virginia University (USA); Ph.D., 1988, University of Kentucky (USA).
- LOCKHART, KATHY, *Instructor, College of Business Sciences*. B.Sc., 1974, Davis and Elkins College (USA); M.Sc., 1977, Radford University (USA).
- LONG, SALLY-ANN, *Instructor, University College, Advising and Academic Development*. B.A.(Hons.), 1985, Middlesex University (UK); M.A., 1989, Warwick University (UK).
- LUDWIG, MARSHA, *Instructor, College of Business Sciences*. B.A., 1976, Boston College (USA); M.B.A., 1987, Babson College (USA).
- LUND, LYNN, *Instructor, Academic Bridge Program*. B.A., 1974, University of Wisconsin-Madison (USA); M.A., 1994, Lesley University (USA).
- LYDIATT, STEPHEN, *Assistant Professor / Supervisor, Seminar, Campus Administration - Abu Dhabi*. B.A., 1966, M.Ed., 1977, University of British Columbia (Canada); Ph.D., 1988, University of California, Santa Barbara (USA).
- MAAMAR, ZAKARIA, *Professor, College of Information Technology*. B.Sc., 1993, Institut National d'Informatique (Algeria); M.Sc., 1995, Ph.D., 1998, Université Laval (Canada).
- MACPHERSON, JESSE, *Instructor, Academic Bridge Program*. B.A., 2004, University of British Columbia (Canada); M.Phil., 2010, University of Queensland (Australia).
- MAGGARD, JEFFREY, *Instructor, Academic Bridge Program*. B.A., 1992, M.A., 1998, Portland State University (USA).
- MAHMOOD, SIBA, *Assistant Professor / Instruction and Reference Librarian, Library and Learning Resources, Public Services*. B.A., 1988, University of Mustansiriyah (Iraq); M.L.S., 2006, Victoria University of Wellington (New Zealand).
- MAHMOUD, QUSAY, *Associate Professor / Director, Graduate Programs, College of Information Technology*. B.Sc., 1996, M.Sc., 1997, University of New Brunswick (Canada); Ph.D., 2002, Middlesex University (UK).
- MAJOR, ANDREW, *Professor / Director, Graduate Programs, College of Arts and Sciences*. B.A., 1972, M.A., 1974, University of Canterbury (New Zealand); Ph.D., 1982, Australian National University (Australia).
- MALPURE, RAHUL, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.Arch., 1997, University of Pune (India); M.F.A., 2002, University of Cincinnati (USA).
- MALSTER, KERRY, *Instructor, Academic Bridge Program*. M.A., 2008, University of Nottingham (UK).
- MAPSTONE, RICHARD, *Associate Professor / Campus Coordinator, College of Business Sciences*. B.Sc., 1970, University of London (UK); M.Sc., 1974, University of Bath (UK); Ph.D., 1987, University of Warwick (UK).
- MARSHALL, LINDA, *Instructor, Academic Bridge Program*. B.A., 1995, Fordham University (USA); M.A., 2009, Wichita State University (USA).
- MARTIN, SCOTT, *Assistant Professor, College of Business Sciences*. B.A., 1982, Stonehill College (USA); M.A., 1984, University of New Haven (USA); Ph.D., 1987, The Ohio State University (USA).
- MASAD, MOHAMMAD, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1981, Bir Zeit University (Palestine); M.A., 1985, University of Wisconsin-Madison (USA); M.A., 1993, Ph.D., 2008, Washington University, St. Louis (USA).
- MATAR, SOAD, *Assistant Professor, University College, Arabic Studies*. M.Sc., 2001, Ph.D., 2007, University of Franche-Comté (France).
- MATHERLY, LAURA, *Assistant Professor, College of Business Sciences*. B.Sc., 1975, The University of Tennessee (USA); M.B.A., 1976, Memphis State University (USA); Ph.D., 1985, The University of Tennessee (USA).
- MATHEW, SUJA, *Adjunct Instructor, University College*. B.Sc., 1991, M.Sc., 1993, B.Ed., 1994, University of Kerala (India).
- MAYERS, GLOYSIS, *Associate Professor, College of Education*. B.Sc., 1983, M.Sc., 1986, Ph.D., 1991, Iowa State University (USA).
- MCCALLUM, BRENT, *Assistant Professor, College of Business Sciences*. B.A., 1985, San Diego State University (USA); M.A., 1993, American University (USA).

- MCCARTHY, WILLIAM, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1991, City University of New York (USA); M.A., 1996, International University of Japan (Japan).
- MCCLUSKY, BEVERLEY, *Instructor, Academic Bridge Program*. B.A., 1973, Wentworth Castle College of Education (UK); M.Ed., 1994, The University of Manchester (UK).
- MCCOY, BRUCE, *Instructor, Academic Bridge Program*. B.A., 1997, University of Washington, Seattle (USA); M.A., 2006, California State University, Sacramento (USA).
- MCCOY, JENNIFER, *Instructor, Academic Bridge Program*. B.A., 1997, University of Washington, Seattle (USA); M.A., 2006, California State University, Sacramento (USA).
- MCCROHAN, DECLAN, *Assistant Professor, College of Business Sciences*. B.A., 1996, M.B.A., 1997, Ph.D., 2004, Victoria University (Australia).
- MCDERMOTT, DEBRA, *Instructor, Academic Bridge Program*. M.Ed., 2000, The University of Sheffield (UK).
- MCDONALD, JAMES, *Instructor, Academic Bridge Program*. B.Sc., 1993, M.A., 1997, University of Cincinnati (USA).
- MCKEOWN, KARA, *Instructor, Academic Bridge Program*. B.A., 1984, University of Sussex (UK); M.A., 1998, University of Kent (UK).
- MCKINNON, MERRY, *Adjunct Instructor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc. (Hons.), 2000, University of Newcastle (UK); M.A., 2004, University of Wollongong (Australia).
- MCPHAIL, JOHN, *Instructor, University College, Mathematics and Statistics*. B.Sc., 1979, M.S., 1980, McMaster University (Canada).
- MEIJER, DARCY, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1982, Boston College (USA); M.A., 1989, Monterey Institute of International Studies (USA).
- MESSAM, STEFAN, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.Des., 2003, M.Des., 2007, Massey University (New Zealand).
- MICHAEL, IAN, *Associate Professor, College of Business Sciences*. B.A., 1994, Osmania University (India); M.B.A., 1996, D.B.A., 2005, Victoria University (Australia).
- MIDRAJ, JESSICA, *Assistant Professor, Academic Bridge Program*. B.A., 1996, M.Ed., 1998, M.A., 1998, Ph.D., 1999, Indiana University (USA).
- MIDRAJ, SADIQ, *Assistant Professor, College of Education*. B.A., 1985, An-Najah National University (Palestine); M.A., 1995, M.Ed., 1996, Ph.D., 1998, Indiana University (USA).
- MITCHELL, BRITTANY, *Instructor, University College, Advising and Academic Development*. B.S.(Hons.), 1998, M.S., 1999, Clarkson University (USA); M.S., 2005, University of Michigan (USA).
- MIYAISHI, MARIE, *Instructor, Academic Bridge Program*. B.A., 1987, University of California, Santa Barbara (USA); M.A., 1998, School for International Training (USA).
- MIZON, SUZANNE, *Adjunct Instructor, University College*. B.A., 1970, University of Hull (UK); M.A., 1981, University of Lancaster (UK).
- MODARRESS, BATOUL, *Associate Professor, College of Business Sciences*. M.B.A., 1979, University of Detroit (USA); M.S., 1982, Ph.D., 1986, University of Nebraska (USA).
- MOHAMMED, TARIG, *Associate Professor, Institute for Islamic World Studies*. B.A., 1994, Omdurman Ahlia University (Sudan); M.A., 1997, Ph.D., 2001, International University of Africa (Sudan).
- MOHANDASS, MARY, *Adjunct Instructor, University College*. B.Sc., 2003, M.Sc., 2005, M.Phil., 2008, University of Madras (India).
- MONOIAN, ELIZABETH, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A., 1995, The Evergreen State College (USA); M.F.A., 2000, Carnegie Mellon University (USA).
- MORRISON, SCOTT, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 1997, M.Phil., 1999, D. Phil., 2004, Columbia University, New York (USA).
- MOZAYYAN, MEHRDAD, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1981, M.A., 1981, M.B.A., 1994, Ph.D., 2004, University of Pennsylvania (USA).
- MULVIHILL, DAVID, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1992, M.A., 2003, University of Illinois at Chicago (USA).
- NASRULLAH, HANI, *Assistant Professor, University College, Arabic Studies*. B.A., 1975, Beirut Arabic University (Lebanon); M.A., 1989, Ph.D., 1998, Yarmouk University (Jordan).
- NAVARRO, MARIA, *Assistant Professor, College of Arts and Sciences, Art and Design*. M.A., 2001, M.F.A., 2008, University of Arizona (USA).

- NEWMAN, HELEN, *Instructor, Academic Bridge Program*. M.Ed., 1976, M.A., 1978, University of Exeter (UK).
- NICKERSON, CATHERINE, *Associate Professor, College of Business Sciences*. B.A., 1986, Durham University (UK); M.A., 1993, University of Birmingham (UK); Ph.D., 2000, Radboud Universiteit Nijmegen (Netherlands).
- NIELD, STEWART, *Instructor, Academic Bridge Program*. B.A.(Hons.), 2001, Liverpool John Moores University (UK); M.A., 2006, University of Liverpool (UK).
- NUTTMAN, CHRISTOPHER, *Professor / Associate Dean, College of Arts and Sciences*. B.Sc., 1969, D. Phil., 1976, University of York (UK); M.A., 1982, University of Leeds (UK).
- O'NEILL, GARY, *Instructor / Chair, University College, Languages*. B.Sc., 1981, University of Bradford (UK); M.A., 1998, Macquarie University (Australia).
- O'NEILL, KATE, *Instructor, College of Business Sciences*. B.A., 1991, Indiana University (USA); M.A., 1998, University of Alaska, Anchorage (USA).
- OPIO, THOMAS, *Instructor, University College, Advising and Academic Development*. B.A., 2003, M.Ed., 2007, University of Arizona (USA).
- OREMUS, KAREN, *Associate Professor / Co-Chair, College of Arts and Sciences, Art and Design*. B.F.A., 1997, Concordia University (Canada); M.F.A., 2002, Temple University (USA).
- OSMAN, DINA, *Instructor, Academic Bridge Program*. B.A., 1977, University of Khartoum (Sudan); M.A., 1991, University of London (UK).
- OSMAN, EATEDAL, *Instructor, University College, Arabic Studies*. B.A., 1963, Cairo University (Egypt); M.A., 1979, The American University in Cairo (Egypt).
- OSTLUNDH, LINDA, *Assistant Professor / Librarian and Coordinator, Library and Learning Resources, Public Services*. B.Sc., 1997, University of Karlstad (Sweden); M.Sc., 2001, University College of Borås (Sweden).
- OZMENEKSE, LEYLA, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1993, Eastern Mediterranean University (Cyprus); M.A., 1997, University of Essex (UK).
- PALFREYMAN, DAVID, *Associate Professor, University College, Languages*. B.A., 1986, The University of Reading (UK); M.A., 1992, Thames Valley University (UK); Ph.D., 2001, Canterbury Christ Church University (UK).
- PARKER, PETER, *Assistant Professor, College of Education*. B.S., 1998, University of New Haven (USA); Ph.D., 2009, University of Illinois at Urbana-Champaign (USA).
- PARKER, SHARON, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A.(Hons.), 1993, Portland State University (USA); M.A., 1998, Ph.D., 2005, University of Arizona (USA).
- PASH, ANTHONY, *Assistant Professor / Instruction and Reference Librarian, Library and Learning Resources, Public Services*. B.A., 1996, Mount Allison University (Canada); M.L.I.S., 1998, University of Western Ontario (Canada).
- PATRICK, ANDREW, *Instructor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1996, University of Colorado, Boulder (USA); M.A., 1997, University College London (UK); M.Sc., 2005, University of Southern Maine (USA).
- PATRONIS, MARIL, *Assistant Professor, University College, Languages*. B.A., 1982, Aleppo University (Syria); M.A., 1985, M.Ed., 2002, Ph.D., 2008, The University of Sheffield (UK).
- PENNER, DAVID, *Instructor, Academic Bridge Program*. B.A., 1998, University of Western Ontario (Canada); B.Ed., 2007, University of British Columbia (Canada); M.A., 2009, Brock University (Canada).
- PERKINS, ALECIA, *Assistant Professor / Learning Enhancement Center Coordinator, Library and Learning Resources*. B.Sc., 1998, M.L.I.S., 2001, University of Wisconsin-Milwaukee (USA); M.Sc., 2006, Royal Melbourne Institute of Technology (Australia).
- PERKINS, ANDREW, *Instructor, Academic Bridge Program*. B.A., 1999, Columbia Pacific University (USA); M.A., 2006, University of Leicester (UK).
- PERSELLO, GLEN, *Instructor, Academic Bridge Program*. B.Ed., 1985, Queensland University of Technology (Australia); M.Ed., 2003, University of New England (Australia).
- PETERS, ROBERT, *Instructor, Academic Bridge Program*. B.A., 1999, M.A., 2004, University of Southern Mississippi (USA).
- PHILLIPS, HEATHER, *Instructor, University College, Languages*. B.A., 1994, Southern Connecticut State University (USA); M.S., 2000, Towson University (USA).
- PHILLIPS, KEVIN, *Instructor, Academic Bridge Program*. B.A., 1989, University of Maryland (USA); M.A., 1994, University of Minnesota (USA); M.F.A., 2005, Louisiana State University (USA).

- PIECOWYE, JAMES, *Associate Professor, College of Communication and Media Sciences*. B.A., 1990, Carleton University (Canada); M.A., 1994, Concordia University (Canada); Ph.D., 2003, Université de Montréal (Canada).
- POLLOCK, DUNCAN, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1987, University of Leeds (UK); M.A., 1999, University of London (UK).
- POULIN, MARC, *Assistant Professor, College of Business Sciences*. B.A., 1993, McGill University (Canada); M.A., 2000, Ph.D., 2009, Université Laval (Canada).
- PRENTICE, MOIRA, *Instructor, Academic Bridge Program*. B.A., 1984, M.A., 1985, University of New South Wales (Australia).
- PRIEST, BARNABY, *Instructor / Assistant Director, Academic Bridge Program*. B.A.(Hons.), 1977, University of Sussex (UK); M.Mus., 1980, University of London (UK); M.A., 1996, University of Surrey (UK).
- PRIEST, ROBERT, *Instructor, Academic Bridge Program*. B.A., 1994, M.A., 2001, University of Louisville (USA).
- QUIGLEY, COLLEEN, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.F.A., 1983, University of the Arts (USA); M.F.A., 1989, Tokyo National University of Fine Arts and Music (Japan).
- RAHAL, TOFI, *Associate Professor, University College*. B.A., 1977, College of Education (Lebanon); M.A., 1981, M.Sc., 1982, Ed.D., 1985, Columbia University, New York (USA).
- RAHMAN, NADIA, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1990, University of Wisconsin-Madison (USA); M.F.A., 2001, University of Wisconsin-Milwaukee (USA).
- RAJ, LEONARD, *Assistant Professor, University College, Mathematics and Statistics*. B.Sc., 1972, University of London (UK); M.Sc., The University of the South Pacific (Fiji); Ph.D., 1998, Curtin University of Technology (Australia).
- RAJARETNAM, SAILAJA, *Instructor, Academic Bridge Program*. M.A., 1997, University of Waikato (New Zealand).
- RAKHIMOV, IBRAKHIMJON, *Professor, University College, Mathematics and Statistics*. B.Sc., 1972, Fergana State University (Uzbekistan); Ph.D., 1991, USSR Academy of Sciences (Russia).
- REBER-RIDER, ELIZABETH, *Instructor, Academic Bridge Program*. B.Sc., 1990, University of Cincinnati (USA); M.A., 1997, School for International Training (USA).
- REDDY, PREEYA, *Instructor, Academic Bridge Program*. B.A., 2000, University of Otago (New Zealand); M.A., 2004, University of Auckland (New Zealand).
- REICHENBACH, ANKE, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 1996, Ph.D., 2000, University of Leipzig (Germany).
- REYES-RUIZ, RAFAEL, *Associate Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1986, California State University, Stanislaus (USA); Ph.D., 2001, New School for Social Research (USA).
- RHODES, ANTHONY, *Associate Professor / Associate Dean, College of Information Technology*. B.Sc., 1988, Queensland Institute of Technology (Australia); Ph.D., 2003, M.Sc., 2003, Queensland University of Technology (Australia).
- RIBOTT, DAVID, *Instructor, Academic Bridge Program*. B.A., 2000, City University of New York (USA); M.A., 2007, St. Michael's College (USA).
- RIERA, GUSTAVO, *Instructor, Academic Bridge Program*. B.Sc., 1980, University of North Carolina (USA); M.Sc., 2007, Shenandoah University, Virginia (USA).
- ROBERTS, MARILYN, *Professor / Dean, College of Communication and Media Sciences*. B.A., 1971, Southern Methodist University (USA); M.A., 1981, Abilene Christian University (USA); Ph.D., 1991, The University of Texas at Austin (USA).
- ROBINSON, PATRICIA, *Assistant Professor / Head, Student Life, Dubai Women*. B.A., 1973, M.A., 1975, University of Northern Iowa (USA); Ph.D., 1987, Iowa State University (USA).
- ROCHDI, AICHA, *Assistant Professor, Academic Bridge Program*. B.A., 1998, M.A., 2001, University Hassan II (Morocco); Ph.D., 2009, University of Iowa (USA).
- RODRIGUEZ-MARTINEZ, ALEJANDRO, *Assistant Professor, University College, Mathematics and Statistics*. M.Sc.(Hons), 2002, Ph.D., 2007, University of Seville (Spain).
- ROEBUCK, JAMES, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1981, University of York (UK); Ed.D., 1982, University of Nottingham (UK); M.A., 2003, University of Leicester (UK).
- ROGERS, IAN, *Instructor, Academic Bridge Program*. B.A., 2004, M.Ed., 2009, University of Calgary (Canada).

- ROGMANS, TIM, *Instructor, College of Business Sciences*. B.Sc., 1987, London School of Economics (UK); M.B.A., 1992, The European Institute of Business Administration (France).
- ROOS, CATHRYN, *Instructor, Academic Bridge Program*. B.A., 1979, University of Manitoba (Canada); M.Ed., 1988, University of Toronto (Canada).
- ROTHFELS, PETER, *Instructor, Academic Bridge Program*. B.A., 1982, M.A., 1985, University of Toronto (Canada).
- ROUHANI, OMID, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.Arch.(Hons.), 1990, University of Central England (UK); M.Arch., 1992, University of Arizona (USA).
- ROY, SWETASREE, *Adjunct Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A. (Hons.), 1997, University of Calcutta (India); M.A., 1999, M.Phil., 2001, Jawaharlal Nehru University (India); M.A., 2006, Ph.D., 2009, Louisiana State University (USA).
- RUDDER, CARLA, *Assistant Professor, University College, Mathematics and Statistics*. B.Sc., 2001, North Carolina State University (USA); M.Sc., 2003, Ph.D., 2006, Florida State University (USA).
- RUNDLE, BERNADETTE, *Instructor, Academic Bridge Program*. B.A., 1967, M.A., 1969, Victoria University of Wellington (New Zealand).
- SABBAGH, KHOULOU, *Instructor, Academic Bridge Program*. B.A., 1990, American University of Beirut (Lebanon); M.A., 1998, University of Sidney (Australia).
- SABBAN, RIMA, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1977, Lebanese University (Lebanon); M.A., 1986, Georgetown University (USA); Ph.D., 1996, American University (USA).
- SAFARI, LINDA, *Instructor, Academic Bridge Program*. B.A., 1981, M.Sc., 1989, Georgia State University (USA).
- SAID, HUWIDA, *Assistant Professor, College of Information Technology*. B.Eng., 1995, University of Wales (UK); Ph.D., 1999, The University of Reading (UK).
- SALEM, AHMED, *Assistant Professor, Institute for Islamic World Studies*. B.Sc., 1996, Cairo University (Egypt); M.A., 2002, Ph.D., 2006, University of Illinois at Urbana-Champaign (USA).
- SANDERS, JOANNE, *Instructor, Academic Bridge Program*. B.Sc.(Hons.), 1981, Aston University (UK); M.A., 1985, University College of North Wales (UK).
- SAUNDERS, ZIA, *Instructor / Chair, University College, Advising and Academic Development*. B.Sc., 1990, M.Ed., 1996, University of Massachusetts (USA).
- SAYED, FAYEZ, *Assistant Professor, University College, Mathematics and Statistics*. Ph.D., 1994, University of Manchester Institute of Science and Technology (UK).
- SCOTT, WINIFRED, *Assistant Professor, College of Business Sciences*. B.S., 1981, California State University, Dominguez Hills (USA); M.B.A., 1993, California State University, San Bernardino (USA); Ph.D., 2000, Florida State University (USA).
- SENGATI-ZIMBA, MARY, *Associate Professor / Campus Librarian, Library and Learning Resources*. B.A., 1980, University of Dar Es Salam (Tanzania); M.A., 1998, University of South Australia (Australia); Ph.D., 2003, University of New England (Australia).
- SENYUREKLI, AYSEM, *Adjunct Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 2000, Montana State University (USA); M.A., University of San Diego (USA); Ph.D., 2007, University of Minnesota (USA).
- SEYBOLT, JOHN, *Professor / Dean, College of Business Sciences*. B.A., 1966, Yale University (USA); M.B.A., 1971, University of Utah (USA); Ph.D., 1975, Cornell University (USA).
- SHAHROKH, NAZ, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.F.A., 1993, M.S., 1997, M.F.A., 1997, Pratt Institute (USA).
- SHEEHY, BARBARA, *Instructor, University College, Advising and Academic Development*. B.A., 1976, University of Essex (UK); M.B.A., 1996, The Open University (UK).
- SHEEN, MERCEDES, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc.(Hons.), 1996, The Open University (UK); Ph.D., 2002, University of Canterbury (New Zealand).
- SHELTON, JOEL, *Assistant Professor, University College, Advising and Academic Development*. B.A., 1990, M.A., 1995, West Virginia University (USA); Ph.D., 2006, The Ohio State University (USA).
- SHOVE, CHRISTOPHER, *Executive Director, Institute for Community Engagement*. B.A., 1980, University of North Carolina (USA); M.A., 1983, Clemson University (USA); Ph.D., 1988, Florida State University (USA).
- SHROFEL, SALINA, *Professor / Associate Provost, Academic Affairs, Planning, and Enrollment*. B.Ed., 1973, M.A., 1977, University of Manitoba (Canada); Ph.D., 1981, University of Toronto (Canada).

SHULER, TIMOTHY, *Instructor, Academic Bridge Program*. B.S., 1990, University of Dayton (USA); M.A., 1998, Columbia University, New York (USA).

SIM, LI-CHEN, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A.(Hons.), 1995, National University of Singapore (Singapore); M.Sc., 1996, London School of Economics (UK); Ph.D., 2005, University of Oxford (UK).

SINGH, DERICK, *Instructor, University College, Languages*. M.A., 1994, University of Waikato (New Zealand).

SISAK, CHERYL, *Instructor, Academic Bridge Program*. B.Sc., 1993, Cornell University (USA); M.A., 1999, University of North Carolina (USA).

SITTERLY, TAMARA, *Instructor, Academic Bridge Program*. B.A., 1983, Michigan State University (USA); M.A., 1990, M.A., 1999, Georgetown University (USA).

SKORO, TATJANA, *Instructor, Academic Bridge Program*. B.A., 1995, University of Belgrade (Serbia); M.A., 2007, University of Nottingham (UK).

SKUBA, ANGELA, *Instructor, University College, Advising and Academic Development*. B.A.(Hons.), 2003, University of Alberta (Canada); M.A., 2005, Durham University (UK).

SKULMOSKI, GREGORY, *Assistant Professor, College of Information Technology*. B.Ed., 1983, M.B.A., 1994, University of Regina (Canada); Ph.D., 2005, University of Calgary (Canada).

SLEIMAN, TINA, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A., 2003, University of Balamand (Lebanon); M.Sc., 2007, Arizona State University (USA).

SNOEK-BROWN, JENNIFER, *Assistant Professor / Instruction and Reference Librarian, Library and Learning Resources, Public Services*. B.A., 2001, West Texas A&M University (USA); M.Sc., 2003, University of North Texas (USA).

SOSA, MARCO, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.A., 1996, University of North London (UK); M.A., 2008, London Metropolitan University (UK).

SOWA, PATIENCE, *Associate Professor, College of Education*. B.A., 1982, M.Phil., 1988, University of Ghana (Ghana); M.A., 1993, California State University, Northridge (USA); Ph.D., 2001, University of Kansas (USA).

SPRING, JERRY, *Instructor, Academic Bridge Program*. B.A., 1984, University of Oxford (UK); M.Ed., 2002, The University of Sheffield (UK).

STAICU, SANDRA, *Instructor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 2006, Philipps-Universität Marburg (Germany).

STANDER, ANNE, *Instructor, Academic Bridge Program*. B.A., 1985, Oakland University (USA); M.A., 1994, Purdue University (USA).

STEPHENSON, ANN, *Instructor, Academic Bridge Program*. M.Sc., 2004, University of Surrey (UK).

STEPHENSON, LAUREN, *Assistant Professor, College of Education*. B.A., 1987, M.A., 1994, Ph.D., 2003, University of Sydney (Australia).

STRASEN, STEVEN, *Instructor, Academic Bridge Program*. B.A., 1980, Evergreen State College (USA); M.A., 2000, Seattle University (USA).

STROMBERG, PETER, *Professor / Special Projects Coordinator*. B.Sc., 1959, United States Military Academy (USA); M.A., 1967, Ph.D., 1974, Cornell University (USA).

STRONG, CATHERINE, *Assistant Professor, College of Communication and Media Sciences*. M.A., 1974, Kent State University (USA); B.A., 1975, University of Washington, Seattle (USA).

STRYKER, COURTNEY, *Executive Director, Student Life and Leadership Programs*. B.A., 1988, Barnard College (USA); M.A., 1989, Columbia University, New York (USA); D.Ed., 1999, Montana State University (USA).

SWALLOW, ANN, *Assistant Professor / Manager, Technical Services, Library and Learning Resources*. B.A., 1989, McGill University (Canada); M.Sc., 1996, Simmons College (USA).

SZUCHMAN, JEFFREY, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1999, Brandeis University (USA); M.A., 2001, Ph.D., 2007, University of California, Los Angeles (USA).

TAI, LAWRENCE, *Professor, College of Business Sciences*. B.S., 1974, Illinois State University (USA); M.B.A., 1976, Indiana University (USA); Ph.D., 1983, Georgia State University (USA).

TAKAHASHI, SATOSHI, *Associate Professor, University College, Mathematics and Statistics*. B.Sc., 1981, University of California, Riverside (USA); M.A., 1983, University of California, Berkeley (USA); Ph.D., 1992, Columbia University, New York (USA).

TALL, PETER, *Instructor / Men's Program Supervisor (Dubai), Academic Bridge Program*. B.A.(Hons.), 1995, M.A., 1996, University of Oxford (UK); M.Ed., 2005, University of Exeter (UK).

- TAYLOR, REX, *Professor / Associate Provost, Program Development, Engagement, and International Affairs*. B.A., 1963, Ph.D., 1967, Durham University (UK).
- TERUGGI-PAGE, JANIS, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1977, University of California, Berkeley (USA); M.A., 2000, National-Louis University (USA); Ph.D., 2005, University of Missouri, Columbia (USA).
- THABET, HALA, *Assistant Professor, University College, Arabic Studies*. B.Sc., 1991, M.A., 1999, Ph.D., 2005, Cairo University (Egypt).
- THAPA, SAROJ, *Assistant Professor, College of Education*. B.A.(Hons.), 1979, Darjeeling Government College (India); M.A., 1982, M.Phil., 1985, Jawaharlal Nehru University (India); Ph.D., 2006, University of Geneva (Switzerland).
- THIES, EMIL, *Associate Professor / Associate Dean, College of Business Sciences*. B.A., 1969, William Jewel College (USA); M.B.A., 1978, Ph.D., 1984, University of Missouri, Columbia (USA).
- THOMAS, JUSTIN, *Assistant Professor, College of Arts and Sciences, Natural Science and Public Health*. B.Sc., 1997, M.Sc., 2002, University of Liverpool (UK); Ph.D., 2006, The University of Manchester (UK).
- THORNTON, CHRISTOPHER, *Instructor, University College, Languages*. B.A.(Hons.), 1980, University of Iowa (USA); M.F.A., 1986, Brandeis University (USA).
- TILLSON, JOANNA, *Assistant Professor / Learning Enhancement Center Coordinator, Library and Learning Resources*. B.A., 1973, Wellesley College (USA); M.L.S., 1990, University of Washington, Seattle (USA).
- TINDLE, KATE, *Instructor, Academic Bridge Program*. B.A., 1981, University of Cape Town (South Africa); M.A., 2004, University of Leicester (UK).
- TONG, QINGXIA, *Assistant Professor, College of Business Sciences*. B.A., 1995, Beijing University (China); M.A., 2001, Ph.D., 2008, Harvard University (USA).
- TOOMEY, ESTELLE, *Instructor, College of Business Sciences*. B.A., 1992, Carleton University (Canada).
- TRAUER, BIRGIT, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1995, Griffith University (Australia); Ed.D., 2008, University of Queensland (Australia).
- TUBAISHAT, ABDALLAH, *Associate Professor, College of Information Technology*. B.Sc., 1985, Yarmouk University (Jordan); M.Sc., 1988, Middle East Technical University (Turkey); Ph.D., 1994, Illinois Institute of Technology (USA).
- TUCKER, IKKO, *Adjunct Instructor, University College*. B.Ag., Obihiro University (Japan); M.S., Ph.D., 1994, Pennsylvania State (USA).
- TURLIK, JAN, *Assistant Professor, University College, Languages*. M.Ed., 1978, University of Bristol (UK); Ph.D., 2008, University of West England (UK).
- TURNER, ROBERT, *Instructor / Men's Program Supervisor (Abu Dhabi), Academic Bridge Program*. B.Sc.(Hons.), 1989, University of Sussex (UK); M.A., 2002, University of London (UK).
- TZENOVA, ELENA, *Assistant Professor, University College, Mathematics and Statistics*. M.Sc., 1990, Sofia University (Bulgaria); M.Sc., 1996, Ph.D., 1998, University of North Carolina (USA).
- VANARSDALE, RANDY, *Instructor, Academic Bridge Program*. B.A., 1987, University of Delaware (USA); M.A., 2003, University of Southern Queensland (Australia).
- VAN GENDEREN, ERIC, *Assistant Professor, College of Business Sciences*. B.Sc., 1998, The Institute of Modern Business (Russia); M.B.A., 1999, Dowling College (USA); M.I.M., 2001, Thunderbird School of Global Management (USA); D.B.A., 2008, Henley Management College (UK).
- VAN HORNE, CONSTANCE, *Assistant Professor, College of Business Sciences*. B.A., 1999, University of Victoria (Canada); Ph.D., 2009, Université Laval (Canada).
- VAN TASSEL, KEITH, *Instructor, University College, Languages*. B.Sc., 1969, San Diego State University (USA); M.A., 1986, The University of Texas at El Paso (USA).
- VELEZ, FEDERICO, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. B.A., 1992, Universidad Pontificia Bolivariana (Bolivia); M.A., 1997, Ph.D., 2003, Tufts University (USA).
- VELLINGA, NICO, *Assistant Professor / Research Assistant Professor, Institute of Social and Economic Research*. B.Sc., 1987, Rijkshogeschool Groningen (Netherlands); M.Sc., 1990, Groningen University (Netherlands); Ph.D., 1999, Tilburg University (Netherlands).
- WAKEFIELD, JOHN, *Instructor, University College, Mathematics and Statistics*. B.Sc., 1970, B.A.(Hons.), 1989, The Open University (UK); M.Phil., 1999, University of Salford (UK).
- WALLER, TARA, *Instructor, Academic Bridge Program*. B.A., 1998, Willamette University (USA); M.A., 2006, Columbia University, New York (USA).



WALSH, URSULA, *Instructor, Academic Bridge Program*. M.Sc., 2007, Aston University (UK).

WARMING, BRITT, *Adjunct Instructor, College of Communication and Media Sciences*. M.S., 2000, Copenhagen Business School (Denmark).

WATTS, JOSHUA, *Assistant Professor, College of Arts and Sciences, Art and Design*. B.F.A., 2000, Bradley University (USA); M.F.A., 2008, University of South Dakota (USA).

WEILAND, PATRICIA, *Instructor, University College, Languages*. B.A., 1970, Ohio Dominican College (USA); M.Sc., 1979, The Ohio State University (USA).

WELSBY, JANINE, *Instructor, Academic Bridge Program*. B.A., 1982, University of South Australia (Australia); M.Ed., 2000, University of New England (Australia).

WESTON, CYNTHIA, *Instructor, Academic Bridge Program*. B.A., 1992, State University of New York, Albany (USA); M.A., 1997, Pennsylvania State University (USA).

WESTWOOD, SHEENA, *Associate Professor / Director, Graduate Programs, College of Communication and Media Sciences*. B.A.(Hons.), 1997, Ph.D., 2004, University of Wales (UK).

WHITCOMB, TIMOTHY, *Instructor, Academic Bridge Program*. B.A., 1989, City University of New York (USA); M.A., 1995, Columbia University, New York (USA).

WIENS, BETH, *Instructor, Academic Bridge Program*. B.A., 1987, M.A., 1993, University of Kansas (USA).

WILLIAMS, JAMES, *Instructor, College of Arts and Sciences, Humanities and Social Sciences*. B.A.(Hons.), 2002, University of Cambridge (UK); M.A., 2008, Johns Hopkins University (USA).

WREN, JUDY, *Instructor, Academic Bridge Program*. B.F.A., 1999, M.A., 2004, University of Southern Mississippi (USA).

WYNANDS, SANDRA, *Assistant Professor, College of Arts and Sciences, Humanities and Social Sciences*. M.A., 1999, Ph.D., 2005, University of Victoria (Canada).

YANOVA, JOANNE, *Instructor, Academic Bridge Program*. B.A.(Hons.), 1990, M.A., 1993, University of Lancaster (UK); M.Ed., 2002, The University of Manchester (UK).

YATES, NICHOLAS, *Instructor, Academic Bridge Program*. B.A., 2002, M.A., 2003, University of New South Wales (Australia).

YOUNG, BRADLEY, *Assistant Professor, College of Information Technology*. B.Ed., 1993, M.Ed., 1998, Ph.D., 2005, Griffith University (Australia).

YUNIS, ALIA, *Assistant Professor, College of Communication and Media Sciences*. B.A., 1986, University of Minnesota (USA); M.A., 1991, American University (USA).

YUSEF, SHOKHA, *Adjunct Instructor, University College, Advising and Academic Development*. B.A., 1998, University of Sulaimani (Iraq); M.Ed., 2003, University of Manchester (UK).

ZIMMERMAN, JOHN, *Associate Professor, College of Business Sciences*. B.B.A., 1969, Ohio University (USA); M.B.A., 1978, Xavier University (USA); Ph.D., 2008, Pepperdine University (USA).

# Index

## A

Academic advising, 14  
Academic Bridge Program, 12, 18, 30  
    academic dismissal, 18  
    exit from, 18  
    mission, 30  
    suspending registration, 18  
Academic Calendar, 7-9  
Academic dismissal, 26  
Academic honors, 29  
Academic policies and processes, 17  
Academic probation, 26  
Academic Program Model, 10  
Academic programs, 2010-2011, 5  
Academic progress, 21  
Academic standing, 25  
Academic warning, 26  
Accreditation, 2  
Activities, off-campus, 29  
Administration, 3  
Administrative hold, 27  
Admission to Zayed University, 17  
    application, 17  
    CEPA, 17  
    requirements, 17  
Advising, 36  
Advising and Academic Development, Department of,  
    faculty, 31  
Appeal  
    grounds for, 27  
    of a grade, 26  
    of dismissal, 27  
Arabic and Islamic Studies, Department of  
    faculty, 31  
Art and Design, Degree Program in, 43  
    academic program, 43  
    admission criteria, 44  
    Capstone course, 46  
    courses. *See* Course descriptions, Art and Design  
    (ART)  
    curriculum, 44  
    degrees offered, 38  
    eight-semester curriculum plans, 47  
    faculty, 38  
    graduation requirements, 46  
    internships, 46  
    learning outcomes, 43  
    mission, 43  
    specializations, 45  
Arts and Sciences, College of, 38  
    academic programs, 39  
    admission criteria, 41  
    Art and Design. *See* Art and Design, Degree Program  
    in

    Capstone course, 42  
    courses. *See* Course descriptions  
    curricula, 41  
    degrees offered, 38  
    faculty, 38  
    graduation requirements, 42  
    Humanities and Social Sciences. *See* Humanities and  
    Social Sciences, Degree Program in  
    Internship, 41  
    joint curriculum with Communication and Media  
    Sciences, 39  
    joint curriculum with Information Technology and  
    Communication and Media Sciences, 39  
    learning outcomes, 41  
    Minor in Applied Psychology, 39  
    Minor in Literature, 39  
    mission of, 38  
    Natural Science and Public Health. *See* Natural  
    Science and Public Health, Degree Program in  
Attendance policy, 22  
Auditing a course, 20

## B

Baccalaureate Program, 12  
Bachelor's degree, definition, 11  
Behavior, 29  
Business Sciences, College of, 69  
    academic program, 69  
    admission criteria, 70  
    Capstone course, 72  
    courses. *See* Course descriptions, Business (BUS)  
    curriculum, 70  
    degrees offered, 69  
    eight-semester curriculum plans, 73  
    faculty, 69  
    graduation requirements, 72  
    internship, 71  
    joint curriculum with College of Information  
    Technology, 71  
    learning outcomes, 69  
    mission, 69  
    specializations, 71

## C

Capstone experience, 12  
    description by college. *See* individual college listings,  
    Capstone course  
Career services, 16  
Clubs, 16  
Code of Student Conduct, 28  
Colloquy on Integrated Learning, 12, 31  
    key features. 33  
    learning outcomes, 31  
    mission, 31

vision, 32  
 Common Educational Proficiency Assessment (CEPA), 17  
 Communication and Media Sciences, College of, 78  
   academic program, 78  
   admission criteria, 80  
   Capstone course, 84  
   courses. *See* Course descriptions, Communication and Media Sciences (COM)  
   curriculum, 81  
   degrees offered, 78  
   eight-semester curriculum plans, 86  
   faculty, 78  
   graduation requirements, 84  
   internship, 84  
   joint curriculum with Arts and Sciences, 85  
   joint curriculum with Information Technology and Arts and Sciences, 83  
   learning outcomes, 79  
   Minor in Communication and Media Sciences, 84  
   mission, 78  
   practicum, 83  
   specializations, 81  
 Computing Services, 14  
 Course descriptions, Academic Bridge and Developmental, 150-151  
 Course descriptions, Baccalaureate, 151-177  
   Arabic (ARA), 151  
   Art and Design (ART), 151-157  
   Biology (BIO), 157  
   Business Sciences (BUS), 157-161  
   Chemistry (CHE), 161  
   Information Technology (CIT), 161-163  
   Colloquy on Integrated Learning (COL), 163-164  
   Communication and Media Sciences (COM), 165-167  
   Economics (ECN), 167  
   Education (EDC), 167-169  
   Health Sciences (HSC), 169-171  
   Humanities and Social Sciences (HSS), 171-175  
   Islamic Studies (ISL), 175  
   Mathematics (MTH), 176-177  
   Physics (PHY), 177  
 Course descriptions, Graduate, 178-184  
   Business Sciences (BUS), 178  
   Communication and Media Sciences (COM), 179-180  
   Education (EDC), 180-182  
   Health Sciences (EHCA), 182-183  
   Humanities and Social Sciences (HSS), 184  
   Information Technology (CIT), 178-179  
   Public Administration (EMPA), 183-184  
 Course load, minimum and maximum, 22  
 Course numbers, 23  
 Curriculum Resource Centers, 14

## D

Dean's List, 29

## E

Education, College of, 92  
   academic program, 92  
   admission criteria, 93

Capstone course, 95  
 courses. *See* Course descriptions, Education (EDC)  
 curriculum, 94  
 Curriculum Resource Center, 96  
 degrees offered, 92  
 eight-semester curriculum plans, 97  
 faculty, 95  
 graduation requirements, 95  
 internship, 95  
 joint curriculum with College of Information Technology, 94  
 learning outcomes, 93  
 mission, 92  
 research opportunities, 96  
 specializations, 94  
 ePortfolio (Electronic Learning Portfolio), 13  
 Executive Masters in Business Administration (EMBA), 127  
   admissions and fees, 114  
   application procedure, 116  
   contact information, 116  
   course delivery format, 127  
   courses. *See* Course descriptions, Graduate curriculum, 127  
   graduation requirements, 128  
   learning outcomes, 127  
   program costs, 117  
 Executive Masters in Health Care Administration (EMHCA), 119  
   admission requirements, 120  
   admissions and fees, 114  
   application procedure, 116  
   contact information, 116  
   course delivery format, 119  
   courses. *See* Course descriptions, Graduate curriculum, 119  
   graduation requirements, 120  
   learning outcomes, 119  
   program costs, 117  
 Executive Masters in Public Administration (EMPA), 120  
   admission requirements, 121  
   admissions and fees, 114  
   application procedure, 116  
   contact information, 116  
   course delivery format, 121  
   courses. *See* Course descriptions, Graduate curriculum, 121  
   graduation requirements, 121  
   learning outcomes, 120  
   program costs, 117

## F

Faculty  
   academic credentials of, 185-203  
   assistance, 15  
 Failing a course, 26  
 Financial assistance, 15

## G

Grade-Point Average (GPA), 25

- Grading for graduate students, 27
- Grading system, 24
- Graduate Certificate in Business Administration, 130  
 admission requirements, 130  
 admissions and fees, 114  
 application procedure, 116  
 contact information, 116  
 course delivery format, 130
- courses. *See* Course descriptions, Graduate curriculum, 130  
 learning outcomes, 130  
 program costs, 118
- Graduate Certificate in Health Care Administration, 123  
 admission requirements, 124  
 admissions and fees, 114  
 application procedure, 116  
 contact information, 116  
 completion requirements, 124  
 course delivery format, 124  
 courses. *See* Course descriptions, Graduate curriculum, 124  
 learning outcomes, 124  
 program costs, 118
- Graduate Certificate in High Technology Crime Investigation, 144  
 admission requirements, 145  
 admissions and fees, 114  
 application procedure, 116  
 contact information, 116  
 course delivery format, 145  
 courses. *See* Course descriptions, Graduate curriculum, 145  
 graduation requirements, 145  
 learning outcomes, 144  
 program costs, 118
- Graduate Certificate in Information Security, 145  
 admission requirements, 146  
 admissions and fees, 114  
 application procedure, 116  
 contact information, 116  
 course delivery format, 146  
 courses. *See* Course descriptions, Graduate curriculum, 146  
 graduation requirements, 146  
 learning outcomes, 145  
 program costs, 118
- Graduate Certificate in Tourism and Cultural Communication, 133  
 admissions and fees, 114  
 application procedure, 116  
 contact information, 116  
 course delivery format, 134  
 courses. *See* Course descriptions, Graduate curriculum, 134  
 graduation requirements, 134  
 learning outcomes, 133  
 program costs, 118
- Graduate programs, 114  
 grading and academic progress for graduate students, 27  
 graduate degree programs, 2010-2011, 6
- introduction, 114
- Graduation requirements, 22  
 college requirements. *See* individual college listings, graduation requirements  
 eligibility to graduate, 22
- ## H
- Honor Code, Zayed University, 28
- Humanities and Social Sciences, Degree Program in, 57  
 academic program, 57  
 Capstone course, 59  
 courses. *See* Course descriptions, Humanities and Social Sciences (HSS)  
 curriculum, 58  
 eight-semester curriculum plans, 60  
 faculty, 38  
 graduation requirements, 59  
 International Studies curriculum, 58  
 internship, 59  
 learning outcomes, 57  
 mission, 57
- ## I
- Identification card, 19
- Incomplete standing, 26
- Independent study, 24
- Information Technology, College of,  
 academic program , 103  
 admission criteria, 105  
 Capstone course, 106  
 courses. *See* Course descriptions, Information Technology (CIT)  
 curriculum, 105  
 degrees offered, 103  
 eight-semester curriculum plans, 108  
 faculty, 103  
 graduation requirements, 106  
 internship, 106  
 joint curriculum with College of Business Sciences, 106  
 joint curriculum with Communication and Media Sciences and Arts and Sciences, 106  
 joint curriculum with College of Education, 106  
 learning outcomes, 104  
 mission, 103  
 research, 106  
 specializations, 105
- International College, 113
- Internships, 12  
 description by college. *See* individual college listings, internship
- ## L
- Languages, Department of,  
 faculty, 31
- Laptop computers, 15
- Leadership development, 16
- Learning outcomes

eligibility to graduate, 22  
Major Learning Outcomes. *See* Major Learning Outcomes (MALOs)  
Zayed University Learning Outcomes. *See* Zayed University Learning Outcomes (ZULOs)  
Learning Support Services, 14  
Library and Learning Resources, 14

## M

Major Learning Outcomes (MALOs), 13  
for individual colleges. *See* individual college listings, learning outcomes  
Majors, 12, 21  
application and admission to, 21,  
for individual colleges. *See* individual college listings, admission criteria  
changing, 21  
definition of, 11  
Master of Arts (M.A.) in Communications, Specialization in Tourism and Communication, 132  
admission requirements, 132  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 133  
courses. *See* Course descriptions, Graduate curriculum, 133  
graduation requirements, 133  
learning outcomes, 132  
program costs, 117  
Master of Education (M.Ed.), Specialization in Educational Leadership, 135  
admission requirements, 136  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 136  
courses. *See* Course descriptions, Graduate curriculum, 135  
graduation requirements, 136  
learning outcomes, 135  
program costs, 117  
Master of Education (M.Ed.), Specialization in School Administration, 136  
admission requirements, 138  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 138  
courses. *See* Course descriptions, Graduate curriculum, 137  
graduation requirements, 138  
learning outcomes, 137  
program costs, 117  
Master of Education (M.Ed.), Specialization in Special Education, 128  
contact information, 116  
Master of Science (M.S.) in Finance, 129  
contact information, 116  
Master of Science (M.S.) in Innovation and Entrepreneurship, 129  
contact information, 116  
Master of Science (M.S.) in International Business, 128  
admission requirements, 129  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 129  
courses. *See* Course descriptions, Graduate curriculum, 128  
graduation requirements, 129  
learning outcomes, 128  
program costs, 117  
Master of Science (M.S.) in Information Technology with Specialization in Cyber Security, 143  
admission requirements, 144  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 144  
courses. *See* Course descriptions, Graduate curriculum, 143  
graduation requirements, 144  
learning outcomes, 143  
program costs, 117  
Master of Science (M.S.) in Teaching and Learning, 138  
admission requirements, 140  
admissions and fees, 114  
application procedure, 116  
contact information, 116  
course delivery format, 140  
courses. *See* Course descriptions, Graduate curriculum, 139  
graduation requirements, 140  
learning outcomes, 139  
program costs, 117  
Maternity leave, Student, 20  
Mathematics and Statistics, Department of faculty, 31  
Minors,  
academic minors, 21  
definition of, 11  
Minor in Applied Mathematics, 36  
Minor in Applied Psychology, 40  
Minor in Communication and Media Sciences, 84  
Minor in Literature, 40  
Mission, Zayed University, 1

## N

Natural Science and Public Health, Department of, 64  
academic program, 64  
admission criteria, 64  
Capstone course, 65  
courses. *See* Course descriptions, Natural Science and Public Health (HSC)  
curriculum, 64  
degrees offered, 33  
eight-semester curriculum plans, 66  
faculty, 33  
graduation requirements, 65  
internship, 65  
learning outcomes, 64  
mission, 64  
specializations, 65

## O

Off-campus activities, 29  
Outreach and Engagement, 149

## P

President's Award, 29

## R

Readmission, 27  
Registration for courses, 19  
    required course load, 20  
    suspending registration, 20  
    withdrawal from course, 20  
Research, 148

## S

Semester,  
    definition of, 11  
Sensitive materials and incidents, 28  
Service Desk, Computing Services, 15  
Sheikha Fatima Academic Honor Society, 29  
Special needs, students with, 16  
Special topics courses, 23  
Specializations, 12  
    definition of, 11  
Student academic experience, 12  
Student conduct, 28  
Student Council, 16  
Student identification card, 19  
Student maternity leave, 20  
Student organizations and clubs, 16  
Student records, 27  
Student Services, 16  
Student rights and responsibilities, 28  
Study-Travel Abroad, 16

## T

Teaching Field, definition of, 11  
Term, 11  
Terminology, 11  
Tests and examinations, 25  
Textbooks, 15  
Transcript of academic record, 28  
Transfer credit, 19, 24  
Transfer to another institution, 19  
Transfer to Zayed University, 18

## U

Undergraduate degree programs, 5  
University College, 31

## V

Vision, Zayed University, 1

## W

Withdrawal  
    from a course, 20  
    from the University, 20

of the degree, 35

## Z

Zayed University  
    accreditation, 17  
    administration, 3  
    admission, 17  
    introduction, 1  
    mission, 1  
    vision, 1  
Zayed University Honor Code, 28  
Zayed University Learning Outcomes, 10  
    assessment of, 13  
    Colloquy Program, 31  
    relation to Major Learning Outcomes. *See* individual  
    college listings, learning outcomes

